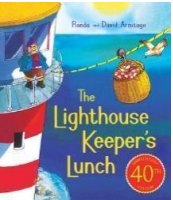




























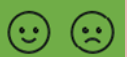







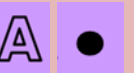







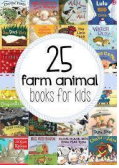

































Manor Park First School - Long Term Planning English - Year 1

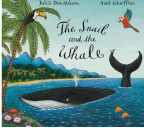
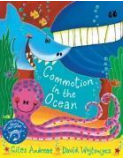

















<p>Autumn 1</p>  	<p>Non-Fiction: The Lighthouse Keeper's Lunch.</p> <p>Writing outcome: Write labels for the items that Mrs. Gringling is putting in the basket. Some children will write simple sentences.</p>	<p>Fiction: Read the book again / or use some of the other stories from the Lighthouse Keeper's series.</p> <p>Writing outcome: Write a postcard from the lighthouse.</p>	<p>Fiction: Read the book again / or use some of the other stories from the Lighthouse Keeper's series.</p> <p>Writing Outcome: Write a postcard/letter from Mrs. Gringling.</p>	<p>Non-Fiction: Read the book again or use other stories from the Lighthouse Keeper's series.</p> <p>Writing Outcome: Write a set of instructions on how to make a delicious sandwich for Mr. Gringling's lunch</p>	<p>Non-Fiction: Read the book again or use other stories from the Lighthouse Keeper's series.</p> <p>Writing Outcome: Write instructions on how to make a disgusting sandwich for Mr Gringling's lunch so that the seagulls don't pick on it.</p>	<p>Poetry: The Tree (linked to seasons from the science unit)</p> <p>Writing outcome: Write in the style of the book about the seasons.....</p>
<p>Grammar Focus</p> <p>Class readers: Perfectly Norman (Tom Percival) Dogger (Shirley Hughes) Funnybones (J & A Ahlberg) Oliver's Vegetables (Vivian French) Avocado Baby (John Burningham) The Tiger Who Came To Tea (Judith Kerr) Leaf Man (Lois Ehlert) Don't Put Mustard in the Custard (Michael Rosen)</p>	<p>Leaving spaces between words,</p>  <p>Using Capital letters for names of people, places, days of the week</p>  <p>Knowing Letter names ABC etc.</p> 	<p>Leaving spaces between words.</p>  <p>Begin to punctuate sentences using capital letters, full-stops.</p> 	<p>Leaving spaces between words.</p>  <p>Begin to punctuate sentences using capital letters, full-stops.</p> 	<p>Leaving spaces between words.</p>  <p>Begin to punctuate sentences using capital letters, full-stops.</p>  <p>Use some time movers: first, then, after (this will help children to learn how to sequence)</p> 	<p>Leaving spaces between words.</p>  <p>Begin to punctuate sentences using capital letters, full-stops.</p>  <p>Use some time movers: first, then, after (this will help children to learn how to sequence)</p> 	<p>Knowing Letter names ABC etc.</p>  <p>Use some describing words.</p> 

<p>Autumn 2</p> 	<p>Fiction: The Day the Crayons Quit</p> <p>Writing Outcome: Write a letter from a crayon to Duncan telling him why you left the crayon box.</p>	<p>Fiction: The Day the Crayons Quit / Went on Holiday</p> <p>Writing Outcome: Describe the different crayons – thinking of words to use.</p>	<p>Fiction: The Day the Crayons Quit / Went on Holiday</p> <p>Writing Outcome: Write a letter from a crayon to Duncan telling him where he has been</p>	<p>Fiction: Mog's Christmas</p> <p>Writing Outcome: Create a missing poster for Mog focusing on good use of vocabulary.</p>	<p>Non-Fiction: Mog's Christmas</p> <p>Writing Outcome: Write a simple narrative.</p>	<p>Fiction: Mog's Christmas</p> <p>Writing Outcome: Write a simple narrative.</p>
<p>Grammar Focus</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Class reader:</p> <p>Ruby's Worry (Tom Percival)</p> <p>Julia Donaldson: Stick Man Superworm</p> <p>Mog the Forgetful Cat (Judith Kerr)</p> <p>The Crayons at Christmas (Drew Daywalt)</p> <p>Coming Home (Michael Morpurgo)</p> <p>The Christmas Tree</p> </div>	<p>Leaving spaces between words;</p>  <p>Using capital letters for names of people, places, days of the week, using grammatical terminology.</p>  <p>Using and to extend sentences – other conjunctions if ready.</p>  <p>Use some time movers: first, then, after (this will help children to learn how to sequence)</p> 	<p>Use some describing words.</p>  <p>Using capital letters for names of people, places, days of the week, using grammatical terminology.</p>  <p>Using and to extend sentences – other conjunctions if ready</p>  <p>Use some time movers: first, then, after (this will help children to learn how to sequence)</p> 	<p>Leaving spaces between words</p>  <p>Using capital letters for names of people, places, days of the week, using grammatical terminology.</p>  <p>Using and to extend sentences – other conjunctions if ready</p>  <p>Use some time movers: first, then, after (this will help children to learn how to sequence)</p> 	<p>I use some describing words.</p>  <p>I use words that describe feelings.</p> 	<p>Leaving spaces between words;</p>  <p>Using capital letters for names of people, places, days of the week, using grammatical terminology.</p>  <p>Using and to extend sentences – other conjunctions if ready.</p>  <p>Use a simple structure in my writing. E.g beginning, middle and end.</p> 	<p>Leaving spaces between words;</p>  <p>Using capital letters for names of people, places, days of the week, using grammatical terminology.</p>  <p>Using and to extend sentences – other conjunctions if ready.</p>  <p>Use a simple structure in my writing. E.g beginning, middle and end.</p> 

<p>Spring 1</p> 	<p>Fiction Lost and Found</p> <p>Writing Outcome: Write a narrative including feeling words.</p>	<p>Fiction Lost and Found</p> <p>Writing Outcome: Write a narrative including feeling words.</p>	<p>Fiction Lost and Found</p> <p>Writing Outcome: Write a diary entry from the perspective of the penguin.</p>	<p>Non-Fiction: The Dot</p> <p>Writing outcome: Write a recount about the events that happen in the book (first person recount)</p>	<p>Non – Fiction: The Dot</p> <p>Writing outcome: Write a recount about the events that happen in the book (first person recount)</p>	<p>Non-Fiction: The Dot</p> <p>Writing outcome: Write instructions on how to mix different colours and how to start painting (linked to art lessons)</p>
<p>Grammar Focus</p> <div style="border: 1px solid black; padding: 5px;"> <p>Class reader:</p> <p>Meesha Makes Friends (Tom Percival)</p> <p>The Bear and The Piano (David Litchfield)</p> <p>So Much! (Trish Cooke)</p> <p>Oi Frog! (Kes Gray)</p> <p>Mrs Armitage (Quentin Blake)</p> <p>Julia Donaldson: <ul style="list-style-type: none"> Zog The Smartest Giant in Town </p> <p>The Bog Baby (Jeanne Willis)</p> </div>	<p>Leave spaces between words; </p> <p>Use capital letters for names of people, places, days of week, using grammatical terminology. </p> <p>Use and to extend sentences – other conjunctions if ready. </p> <p>Use a simple structure in writing e.g. beginning, middle end </p> <p>Use words to describe feelings. </p>	<p>Leave spaces between words. </p> <p>Use capital letters for names of people, places, days of week, using grammatical terminology. </p> <p>Use and to extend sentences – other conjunctions if ready. </p> <p>Use a simple structure in writing e.g. beginning, middle end </p> <p>Use words to describe feelings. </p>	<p>Leave spaces between words. </p> <p>I use words that describe feelings. </p> <p>Begin to punctuate sentences using capital letters, full-stops. </p> <p>Use some time movers: first, then, after (this will also help children to learn how to sequence) </p>	<p>Leave spaces between words. </p> <p>Using capital letters for names of people, places, days of week, using grammatical terminology. </p> <p>Use and to extend sentences – other conjunctions if ready. </p> <p>Use past and present mostly accurately- if ready, expose to grammatical terms. </p>	<p>Leave spaces between words. </p> <p>Using capital letters for names of people, places, days of week, using grammatical terminology. </p> <p>Using and to extend sentences – may-be other conjunctions if ready. </p> <p>Use past and present mostly accurately – if ready, expose to grammatical terms. </p>	<p>Leave spaces between words. </p> <p>Begin to punctuate sentences using capital letters, full-stops. </p> <p>Use some time movers: first, then, after (this will also help children to learn how to sequence). </p> <p>I use some describing words. </p> <p>Use and to extend sentences – other conjunctions if ready. </p>

<p>Spring 2</p>  	<p>Non-Fiction: Provide children with different non-fiction books about animals. (Links with Science)</p> <p>Writing Outcome: Children write a report about farm animals (preparation for the farm visit).</p>	<p>Non-Fiction Provide children with different non-fiction books about animals. (Links with Science)</p> <p>Writing Outcome: Letter to the farm asking if they would be able to visit.</p>	<p>Non-Fiction Provide children with different non-fiction books about animals. (Links with Science)</p> <p>Writing Outcome: Recount about their visit on the farm. Farm Visit</p>	<p>Fiction The Knight who Wouldn't Fight (Links with History)</p> <p>Writing Outcome: Created a wanted poster for a knight</p>	<p>Fiction: The Knight who Wouldn't Fight (Links with History)</p> <p>Writing Outcome: Write a simple narrative</p>	<p>Fiction The Knight who Wouldn't Fight (Links with History)</p> <p>Writing Outcome: Write a simple narrative</p>
<p>Grammar Focus</p> <div style="border: 1px solid black; padding: 5px;"> <p>Class reader:</p> <p>Tilda Tries Again (Tom Percival)</p> <p>Rabbit and Bear: Rabbit's Bad Habits (Julian Gough)</p> <p>Look Up! (Nathan Bryon)</p> <p>The Secret of Black Rock (Joe Todd Stanton)</p> <p>The Most Magnificent Thing (Ashley Spires)</p> <p>Mixed (Arree Chung)</p> </div>	<p>Leave spaces between words. </p> <p>Using capital letters for names of people, places, days of the week, using grammatical terminology.</p>  <p>Using and to extend sentences – other conjunctions if ready</p>  <p>I don't start all my sentences with "the" or the "character" name or a "pronoun".</p> 	<p>Leave spaces between words. </p> <p>Using capital letters for names of people, places, days of the week, using grammatical terminology.</p>  <p>Using and to extend sentences – other conjunctions if ready.</p>  <p>Use some time movers: first, then, after (this will also help children to learn how to sequence)</p> 	<p>Using capital letters for names of people, places, days of the week, using grammatical terminology.</p>  <p>Using and to extend sentences – other conjunctions if ready.</p>  <p>Use past and present mostly accurately- if ready, expose to grammatical terms.</p>  <p>Evidence of plural ending should now be seen</p>	<p>Leave spaces between words. </p> <p>Using capital letters for names of people, places, days of the week, using grammatical terminology.</p>  <p>Using and to extend sentences – other conjunctions if ready.</p>  <p>I don't start all my sentences with "the" or the "character" name or a "pronoun". push on if needed (Y2 targets)</p> 	<p>Using capital letters for names of people, places, days of the week, using grammatical terminology.</p>  <p>Using and to extend sentences – other conjunctions if ready.</p>  <p>I can use a simple structure in my writing. E.g beginning, middle and end.</p>  <p>Noun phrases. </p>	<p>Using capital letters for names of people, places, days of the week, using grammatical terminology.</p>  <p>Using and to extend sentences – other conjunctions if ready.</p>  <p>I can use a simple structure in my writing. E.g beginning, middle and end.</p>  <p>Noun phrases. </p>

<p>Summer 1 Traditional Stories</p> 	<p>Fiction: Little Red Riding Hood</p> <p>Writing outcome: Write a narrative from the perspective of Little Red Riding Hood</p>	<p>Non-Fiction: Little Red Riding Hood</p> <p>Writing outcome: Write a letter from Grandma to Little Red Riding Hood asking her to visit.</p>	<p>Non-Fiction: Three Little Pigs read aloud so that children can learn the story.</p> <p>Writing outcome: Wanted poster for the wolf</p>	<p>Non-Fiction Jack and the Beanstalk – read the story – links to plants</p> <p>Writing Outcome: Write instructions how to grow a bean</p>	<p>Fiction Jack and the Beanstalk – read the story – links to plants</p> <p>Writing Outcome: Write a simple narrative.</p>	<p>Non-Fiction: Jack and the Beanstalk – read the story – links to plants</p> <p>Writing Outcome: Plant diary (Linked to science: observation carried out in the 2 weeks before)</p>
<p>Grammar Focus</p> <div style="border: 1px solid black; padding: 5px;"> <p>Class reader:</p> <p>Finn's Little Fibs (Tom Percival)</p> <p>Shifty McGifty and Slippery Sam Up Up and Away! (Tracey Corderoy)</p> <p>The Book with No Pictures (B J Novak)</p> <p>Speak Up! (Nathan Bryon)</p> </div>	<p>Using capital letters for names of people, places, days of the week, using grammatical terminology.</p> <p>A ●</p> <p>Using and to extend sentences – other conjunctions if ready.</p> <p>+</p> <p>I can use a simple structure in my writing. E.g beginning, middle and end</p>  <p>Introduce further punctuation</p> <p>A ● ? !</p>	<p>Using capital letters for names of people, places, days of the week, using grammatical terminology</p> <p>A ●</p> <p>Using and to extend sentences – other conjunctions if ready</p> <p>+</p> <p>Introduce further punctuation</p> <p>A ● ? !</p>	<p>To be able to use simile</p>  <p>To be able to use noun phrases</p> 	<p>Punctuate sentences using capital letters, full-stops, questions marks, exclamations.</p> <p>A ● ? !</p> <p>Use some time movers: first, then, after (this will help children to learn how to sequence)</p>  <p>I use some describing words.</p>  <p>Using and to extend sentences – other conjunctions if ready</p> <p>+</p>	<p>Punctuate sentences using a variety of punctuation.</p> <p>A ● ? !</p> <p>Using and to extend sentences – other conjunctions if ready</p> <p>+</p> <p>I can use a simple structure in my writing. E.g beginning, middle and end.</p>  <p>I don't start all my sentences with "the" or the "character" name or a "pronoun". push on if needed (Y2 targets)</p> <p>S</p>	<p>Punctuate sentences using a variety of punctuation.</p> <p>A ● ? !</p> <p>Using and to extend sentences – other conjunctions if ready.</p> <p>+</p> <p>I don't start all my sentences with "the" or the "character" name or a "pronoun". push on if needed (Y2 targets)</p> <p>S</p>

<p>Summer 2</p>  	<p>Poetry: Commotion in the Ocean</p> <p>Writing outcome: Write their own version about the commotion in the focusing on word choices and vocabulary.</p>	<p>Fiction: The Snail and The Whale</p> <p>Writing outcome: To write a diary entry from the perspective of the snail – talking about what they have seen etc. (links to geography unit)</p>	<p>Fiction: The Snail and The Whale</p> <p>Writing outcome: To write a diary entry from the perspective of the snail – talking about what they have seen etc. (links to geography unit)</p>	<p>Non-Fiction: The Snail and The Whale</p> <p>Writing outcome: Report about snails</p>	<p>Non-Fiction: The Snail and The Whale</p> <p>Writing outcome: Report about snails</p>	<p>INTERNATIONAL WEEK</p>
<p>Grammar Focus</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Class reader:</p> <p>Ravi's Roar (Tom Percival)</p> <p>Hotel Flamingo (Alex Milway)</p> <p>Sweep (Louise Gries)</p> <p>Clean Up! (Nathan Bryon)</p> </div>	<p>To be able to use similes</p>  <p>To be able to use noun phrases</p> 	<p>Punctuate sentences using capital letters, full-stops and question marks/exclamations.</p> <p>A.?!?</p> <p>Use some time movers: first, then, after (this will help children to learn how to sequence)</p>  <p>Use some describing words.</p>  <p>Use 'and' to extend sentences – other conjunctions if ready</p>  <p>I don't start all my sentences with 'the' or 'character name'.</p> 	<p>Punctuate sentences using capital letters, full-stops and question marks/exclamations.</p> <p>A.?!?</p> <p>Use some time movers: first, then, after (this will help children to learn how to sequence)</p>  <p>Use some describing words.</p>  <p>Use 'and' to extend sentences – other conjunctions if ready</p>  <p>I don't start all my sentences with 'the' or 'character name'.</p> 	<p>Punctuate sentences using capital letters, full-stops and question marks/exclamations.</p> <p>A.?!?</p> <p>Use some time movers: first, then, after (this will help children to learn how to sequence)</p>  <p>Use some describing words.</p>  <p>Use 'and' to extend sentences – other conjunctions if ready</p>  <p>I don't start all my sentences with 'the' or 'character name'.</p> 	<p>Punctuate sentences using capital letters, full-stops and question marks/exclamations.</p> <p>A.?!?</p> <p>Use some time movers: first, then, after (this will help children to learn how to sequence)</p>  <p>Use some describing words.</p>  <p>Use 'and' to extend sentences – other conjunctions if ready</p>  <p>I don't start all my sentences with 'the' or 'character name'.</p> 