

Owls Class Long Term English Plan – Year A

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Quests	Field to Fork		Turrets and Tiaras		All Creatures Great and Small	
Topic focus	Science: Plants and Growth		History: Important figures, significant events and places locally		Science: Animals including Humans	
Uniqueness	100 Years of food festival Goodwood Home Farm Trip Growing plants and keeping a diary		Southsea Castle, William the Conqueror		Staunton Country park, Lordington Lavender, growing wildflowers, hatching butterflies.	
Authors/Reading Themes/Genre	Fiction: Traditional Tales - The Enormous Turnip, contemporary Stories - The Chocolate Touch. Non-fiction: Topic related texts for Science, History and Geography Information/poetry and instructions/recipes		Fiction: Historical Adventure -I was there 1066, Legends - King Arthur. Non-Fiction: Non Chronological Report - Castles, Letter/Invitation/Explanation/ Information - King Henry's Banquet for the Mary Rose		Comparing bks by the same author - Julia Donaldson, Eric Carle. Information texts Life Cycles, Instructions Character profiles, non-chronological reports, Story writing, Poems and riddles.	
Key Texts	Little Red Hen, Jack and the Beanstalk (play genre). Jaspers Beanstalk, Herb the Vegetarian Dragon. The Chocolate Touch. ICT link: Oliver's vegetables. PHSE link: Zilya's Secret Plan, Dandelion, Just the Way You are, Winter King and Summer Queen. Non-Fiction topic related texts: maps, atlases, recipes and instructions Poetry: Growing with Trees (Big book Poetry anthology)		Castles and Knights Information Books, The Mary Rose, Tudor England, Henry VIII, The Magical Garden of Claude Monet, Monet, The King's Greedy Brothers, Medieval Castles, The Middle Ages, Southsea Castle, I was there 1066, The Legend of King Arthur, Kings and Queens of England. Human Body, Forces, Catapults and Siege Engines.		The Owl who was afraid of the dark Fiction: The Very Greedy Bee, Oi Frog, SuperWorm, Billy's Beetle, The Bad Tempered Ladybird, The Snail and The Whale, We're going on a bear hunt, The Hungry Caterpillar, I simply could never eat a tomato, Funny Bones, Life and times of the Honey Bee, First book of Garden Bugs, 1001 bugs to spot, Your body, my body,	
Audience, purpose, form	Audience: Year R/ Parents - harvest Assembly, Class Book		Audience: King William/Harold, School Library, Southsea Castle,		Audience: Year 3/Whole School/Visitors	

and viewpoint	Purpose: Inform, Entertain, Evaluate, Explain, Instruct Form: Fairy tale, poem, contemporary story Package/Instructions/leaflet/poster Viewpoint: Turnip puller/Jack/informer	Merlin. Purpose: Entertain, inform and invitation. Form: Historical Adventure, Non-Chronological Report, Letter/ Invitation and Legend. Viewpoint: Architect, Page/Housecarl, Castellan and Courtier.	Purpose: Inform/describe/Advise/Argue Form: Diary/Poster Viewpoint: Butterfly/Bee/Pupil
Must Have Reads			
Writing away from English lesson	Science: types of vegetable, diary History: Changes in food Computing: Describing algorithms and setting out rules to follow	Science: Forces and Magnets, human Body and Growth. History: Castles, Battle of Hastings, Tudor England, Sinking of the Mary Rose. Computing: Word Processing PSHE: Cooperation and Empathy RE: Light and Dark Festivals and Divali	Science: classify species and describe life cycles History: Life of Charles Darwin DT: instructions and evaluation
Trips	Goodwood Home Farm 100 Years of Food Festival	Southsea Castle	Staunton Country park Lordington Lavender
Speaking and listening objectives to cover	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring 		

	<p>ideas</p> <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication
<p>Reading objectives to cover</p>	<p>Year 1</p> <ul style="list-style-type: none"> • I can identify the main events or key points in a text • I can answer straight forward questions about a story • I can recognise the difference between fiction and non-fiction • I can express opinions about main events and characters in a story • I can make simple predictions about the characters • I can recognise why a character is feeling a certain way. • I can recognise obvious story language • I can recognise repetition of language • I can discuss what new words mean, linking new meanings to those already known • I can link what I read or hear read to my own experiences, with encouragement • I can participate in discussions about what is read to me, taking turns and listening to what others say • I can appreciate rhymes and poems, and can recite some by heart • I can become very familiar with key stories, fairy stories and traditional tales, and can retell them and consider their particular characteristics • I can use picture clues to help in reading simple texts • I can use phonic knowledge to blend sounds together to read words, including long phonemes • I can read familiar endings to words (-s, -es, -ing, -ed, -er, -est) • I can read the common exception words <p>Year 2</p> <ul style="list-style-type: none"> • I can re-tell a story, referring to most of the key events and characters • I can find the answers to questions in non-fiction, stories and poems • I can decide how useful a non-fiction text is for a purpose • I can make predictions based on reading of other books by the author and my own experiences • I can make simple inferences about thoughts and feelings of characters and reasons for their actions • I can recognise key themes and ideas within a text • I can discuss and clarify the meaning of words, linking new meanings to know vocabulary • I can discuss my favourite words and phrases

	<ul style="list-style-type: none"> • I can identify how vocabulary choice affects meaning • I can identify and comment on vocabulary and literary features • I can make choices about which texts to read, based on prior reading experience • I understand why a writer has written a text • I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself • I am aware that books are set in different times and places • I can relate what I read to my own experiences • I can continue to build up a repertoire of poems learnt by heart • I can read familiar words quickly, without needing to sound them out • I can read words containing common suffixes • I can use a range of decoding strategies • I can self-correct when I have read a sentence incorrectly
<p>Writing objectives to cover</p>	<p>Year 1</p> <ul style="list-style-type: none"> • I can spell words using the phonemes that I know • I can spell most of the 100 high frequency words • I can spell the days of the week • I can use the prefix un- • I can add the suffixes -ed, -ing, -er, -est, -ly, -y to root words • I can use a simple structure in my writing • I can write more than one sentence about an idea • My writing can be read, without mediating • I can read my writing back to an adult confidently • I can convey basic information and ideas through appropriate word choices • I can use some basic descriptive language • I can make some appropriate word choices from word banks, class lists and sentence openers • I can use capital letters for names of people, places, the days of the week and I • I can join words and joining clauses using and • I can begin to punctuate sentences, using a capital letter and a full stop, question mark or exclamation mark • I can sit correctly at a table, holding a pencil comfortably and correctly • I can begin to form lower-case letters in the correct direction, starting and finishing in the right place • I can form capital letters • I can form digits 0-9 <p>Year 2</p> <ul style="list-style-type: none"> • I can use the possessive apostrophe for a singular person

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| | <ul style="list-style-type: none">• I can spell 10 words with contractions• I can spell most of the common exception words• I can spell the first 11 sets of homophones/near homophones• I can add suffixes to spell longer words• I can begin to use an appropriate opening and ending• The organisation reflects the purpose of my writing - headlines, introduction, chronology• I can use conjunctions that signal time• I can use simple conjunctions to link ideas logically• I know who my writing is for• I am beginning to use appropriate language across different types of writing• I can think about the different styles needed for different types of writing• I can use interesting adjectives to describe people, objects and setting• I can use interesting adverbs to describe different actions• I can show evidence of using simple similes• I can use full stops, capital letters, exclamation marks, question marks and commas for lists• I can use apostrophes for contracted forms and the possessive (singular) form• I can use the present and past tenses correctly• I can form lower-case letters of the correct size, relative to one another• I understand which letters needed to be joined in my writing• I can write capital letters and lower case letters of the correct size, orientation and relationship to one another• I can use spacing between words that reflects the size of the letters |
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Year B

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Quests	On the Move		A Passport to Europe		India	
Topic focus	Science: properties of materials History: Transport		Geography: Location Knowledge, vocabulary Art: European Artists		Geography: Comparison and Contrasting UK and non-EU country. RE: Sikhism and Islam	
Uniqueness	Amberley Working Museum Alvis Car visit Mixed Media Titanic roleplaying Chichester Pilgrimage		Visits from family members from different countries. Children to become country spies/detectives French Day Art Gallery Day		Sikh visitor Indian Food Tasting Visit a Mosque	
Authors/Reading Themes/Genre	Fiction: Thomas and friends, Rosie the Little Red Engine, The Unsinkable Titanic, My Titanic Diary, A Pig on the Titanic, Chitty Chitty Bang Bang, We're in the wrong book, Traction Man, Little Red Riding Hood, The Day the Crayons Quit and The Enormous turnip. Non-Fiction: 100 paper planes to make, Nat Geo for Kids Titanic, Puzzle Book and Ancient Egypt.		Fiction: Paddington Bear, Paddington Abroad, Paddington at St Pauls, This is Paris, This is London, Katie and the Mona Lisa, Oh the Places You'll Go, Katie in London, Meerkat Mail, Madeline, London Bridge is falling down and other poems. Non Fiction: Information and tourist brochures.		TBC	
Key Texts	Thomas the Tank Engine Series, Titanic information books and Diary examples. Diary of a Killer Cat, We're in the Wrong Book, 100 Paper Planes, Red Riding Hood.		Katie series Paddington Bear series Traditional English Poems Meerkat Mail		TBC	
Audience, purpose, form	Audience: Display/pupils/peers/parents		Audience: Peers/parents, The Browns		Audience: Year 3/4 , 5/6 Purpose: To inform, to entertain, To	

and viewpoint	Purpose: Inform/ Entertain/ Retell/Describe/Explore Form: Diary/recount/comic/ contemporary or traditional story Viewpoint: Crew/self or created characters/ member/Passenger/Thomas the Tank Engine	Purpose: Inform/ Describe Form: Brochure/leaflet/article and postcards Viewpoint: Paddington Bear	describe Form: Non-Chronological Report, Traditional Tales from other cultures, Instructions Viewpoint: Investigator, Indian official, chef, animal of choice
Must Have Reads			
Writing away from English lesson	Science: Adjectives to describe different materials, how they are used and the process of recycling History: information about the changes of transport over the years RE: Sukkah and the Nativity story - facts and scripts for puppet show Dance: Exploring vocab with expression and movement	Science: describing the effects of light - fact files - report for healthy client Art: write up and evaluation of light sculpture. Fact file of chosen European artist Geography: spy/detective report on chosen European country PSHE: wishes and manifesto/goals History: Diary of Winston Churchill	DT: Recipes Science: Report writing and synopsis for client. Computing: Telling the story of the journey of data inside a computer. RE: Description and explanation of Sikhism and Islamic Mosques. Geography: Contrasting reports between different countries. History: studies and reports of significant historical figures.
Trips	Amberley Working Museum Chichester Pilgrimage	Visits from family members from different countries. Children to become country spies/detectives French Day Art Gallery Day	Sikh visitor Indian Food Tasting Visit a Mosque
Speaking and listening objectives to cover	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for 		

	<p>expressing feelings</p> <ul style="list-style-type: none"> • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication
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- I can form capital letters
- I can form digits 0-9

Year 2

- I can use the possessive apostrophe for a singular person
- I can spell 10 words with contractions
- I can spell most of the common exception words
- I can spell the first 11 sets of homophones/near homophones
- I can add suffixes to spell longer words
- I can begin to use an appropriate opening and ending
- The organisation reflects the purpose of my writing - headlines, introduction, chronology
- I can use conjunctions that signal time
- I can use simple conjunctions to link ideas logically
- I know who my writing is for
- I am beginning to use appropriate language across different types of writing
- I can think about the different styles needed for different types of writing
- I can use interesting adjectives to describe people, objects and setting
- I can use interesting adverbs to describe different actions
- I can show evidence of using simple similes
- I can use full stops, capital letters, exclamation marks, question marks and commas for lists
- I can use apostrophes for contracted forms and the possessive (singular) form
- I can use the present and past tenses correctly
- I can form lower-case letters of the correct size, relative to one another
- I understand which letters needed to be joined in my writing
- I can write capital letters and lower case letters of the correct size, orientation and relationship to one another
- I can use spacing between words that reflects the size of the letters