**Cortonwood Infant and Nursery School**



English long term plan across Early Years and Key Stage One

Sep 2022

**Brampton Cortonwood Infant School**

**English Long Term Plan 2022-2023**

**Nursery (F1)**

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| Term | Autumn 1 |  | Autumn 2 |
| Topic | Incredible Me | Celebrations |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Text/Stimulus | Whiffy Wilson- A wolf that wouldn’t go to school | Harry and the dinosaurs- starting school | Colour monster goes to schoolColour monster | Making friends | Families | My amazing body | Whiffy Wilson |  | Room on a broom | We’re going on a leaf hunt | Leaf Man | ***How to catch a star*** | It was a cold dark night | Nativity | StickmanA Crayon’s Christmas |

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| Term | Spring 1 |  | Spring 2 |
| Topic | Winter Wonderland | Traditional Tales  |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Text/Stimulus | Say hello to the snowy animals | Jack Frost | Gruffalo’s child | Ridiculous | Harry and the snow king | Chinese New Year non-fiction | Linked to children’s interest |  | Mr Wolf’s pancakes | Once upon a time | The three little pigs | The gingerbread man | Goldilocks and the three bears | Magic Key adventures |

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| Term | Summer 1 |  | Summer 2 |
| Topic | Roots, Shoots and Juicy Fruits | Under the Sea |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Text/Stimulus | Oliver’s vegetables | Titch | Tiny seed | Bee | Hungry caterpillar | Handa’s surprise | Which food will you choose? |  | Commotion in the ocean | Little people, big dreams David Attenborough | Sharing a shell | Snail and the whale | What the ladybird heard at the seaside | The lighthouse keeper’s lunch |
| >>Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. (EYFS Birth-Three)>Build independently with a range of appropriate resources. (EYFS Birth-Three)>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (EYFS Birth-Three)>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. (EYFS Birth-Three)>Use one-handed tools and equipment, for example, making snips in paper with scissors. (EYFS Three to Four)>Use a comfortable grip with good control when holding pens and pencils .(EYFS Three to Four)>Show a preference for a dominant hand. (EYFS Three to Four)>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (EYFS Three to Four)>Write some or all of their name. (EYFS Three to Four) >Write some letters accurately. (EYFS Three to Four) |

**Reception (F2)**

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| Term | Autumn 1 |  | Autumn 2 |
| Topic | Marvellous me! | Celebrations |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 |  | 1 | 2 | 3 | 4 | 5 | 6 |
| Text/**Stimulus** | What makes me a ‘me’? | Home | The Little Red Hen | The little red hen | Owl Babies  | Pumpkin soup |  | Bonfire Night- Non-fiction | Rama and Sita | The Squirrels who Squabbled  | The Christmas story | Jolly Postman |
| Genre | Name building and writing | Draw their home and label Sequence events from local walk to Create simple map | Orally retelling and acting out the story | Identify initial sounds and labelPerform ‘The Dingle Dangle Scarecrow’ | Initial sound sort and letter formation Poetry Basket – Leaves are falling | Oracy – verbal instructionsPerform ‘Five Little Pumpkins’ |  | SequencingeventsCVC wordsWriting onomatopoeia words to describe fireworks | Describehow the characters felt at different points in the story | Poetry Basket- Furry SquirrelInitial sound formationPerform ‘Five Little Squirrels’  | SequencingName writing in cards  | Letter to Santa |
| Grammar/ composition | * Read single letter sounds (Floppy’s purple level)
* Form single letters
* Identify the initial sound in a word
* Orally blend a word when it is sounded out e.g. (get your c-oa-t)
* Read name and write with support
* Perform Nursery Rhymes
* Act out a familiar story
 |  | * Blend sounds to read CVC words
* Form letters correctly
* Identify sounds within a CVC word and write them with support
* Read and write own name
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| Term | Spring 1 |  | Spring 2 |
| Topic | Amazing animals in winter | Down on the Farm |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 |  | 1 | 2 | 3 | 4 | 5 | 6 |
| Text/Stimulus | ***Lost and found*** | Animals in winter  | The Great explorer | Harry and the bucket of dinosaurs | Mary Anning |  | What the ladybird heard |  What the ladybird heard next | Billy goats Gruff | 10001 things to do on a farm |
| Genre | CVC Labels form the storyOral description of the penguin (The penguin is…)‘ | Label the animals(fox, bat, rabbit).Oral composition of descriptive sentences.  | List of things to pack for an artic adventure | One-word poetry | Act out the story of Mary Anning’s life.CVC lables |  | Oral character description linked to feelings.Dictated sentence writing (Guided Write) | Dictated sentences | Story sequencingDictated sentences | Oral trip recountDictated sentences  |
|  | * Read green letter sounds
* Begin to read **some** Common exception words (I, no, go, to the, was, is into, he, she, me, we, be)
* Learn digraphs: ss, zz, ll, ch, qu, sh, th, ng
* Read simple sentences
* Independently use a ‘sounding out routine’ to write CVC words
 |  | * Read simple sentences
* Read multisyllabic words by ‘chunking’ the sounds
* Write dictated sentences with support
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| Term | Summer 1 |  | Summer 2 |
| Topic | Plants | Across the sea |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 | 5 | 6 |
| Text/Stimulus | Jack and the Beanstalk | Oliver’s fruit salad | Mabel’s magic garden | From seed to sunflower | From chick to chicken |  | The Three Little Pigs | Zog | Coming to England | **Transition**Revisiting key texts from the year |
| Genre | Story sequencingDictated CVC words and basic sentences. | Oral composition of sentences to describe the fruit.Dictated CVC words and sentences  | Label the basic parts of a plant | Sequencing instructionsDictated sentences  | Life cycle with labels (egg, hatch, chick, hen) |  | Retell and act out the story.Oral composition of a character description of the big, bad wolf | Dictated sentence writing | Orally describe the similarities and differences between Trinidad and the UK.Dictated sentences | Book reviewsLetter to their new teacher |
|  | * Confidently read green letter sounds and **some** blue sounds
* Use and understand a range of new vocabulary
* Use capital letters appropriately and form them correctly.
* Write dictated sentences

Re-read their sentences to check that it makes sense |  | * Write dictated sentences that are properly punctuated.
* Read a series of sentences.
* Re-read texts to build up fluency, understanding and enjoyment
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**Year 1**

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| Term | Autumn 1 |  | Autumn 2 |
| Topic | Myself and my community- Our Village Brampton | Celebrations- Let’s Celebrate |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Text/**Stimulus** | All About Me | Town is by the sea | The Smile Shop | The Street Beneath my Feet**Local Walk**  |  | **Bonfire night** | Daisy Saves the Day  | **Pantomime** Jack and the beanstalk |
| Genre | Writing simple sentences about myself using ‘I’-appearance-family-live-like | Setting descriptionI can see... *(enormous house)*Character descriptionWritten in 1st person*(I have a thin body and I have tiny, black freckles)*Story retell in first person*(I woke up early in the morning and the sun was shining brightly)* | Character description in first personSetting description*(There is a brown, creepy wolf. There is a steaming fire. There is a gloomy forest).* | Character description*(I can see a…)*Story Retell in 3rd person*(First the boy, then she, next he)* |  | Character description about Guy Fawkes written in 3rd person *(Guy Fawkes had a tall hat and he had a scraggy shirt).*Recount of an experience in 1st person linking to the five senses *(I can see sparkly fireworks, I can hear…)* | Setting description in 1st person*(In my bedroom I have… and I have…)*Story retell in 1st person *(First I go to London and I start my new job).* | Letter with personal description and instructions to Santa from yourself | Character description written in 3rd person*(The giant had black, matted hair and a large nose)*Narrative- story of Jack and the Beanstalk |
| Grammar/ composition | >compose a sentence orally before writing it> write sentences by saying out loud what they are going to write about>sequencing sentences to form short narratives>leaving spaces between words>joining words and clauses using ‘and’>begin to punctuate using full stops, capital letters>using a capital letter for names of people, places, days of the week and the pronoun I>use noun phrases |  | >re-reading what has been written to check it makes sense>discuss what they have written>read their writing out loud>leaving spaces between words>joining words and clauses using ‘and’>begin to punctuate using full stops, capital letters, exclamation marks and question marks>using a capital letter for names of people, places, days of the week and the pronoun I>use noun phrases>use time adverbials |
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| Term | Spring 1 |  | Spring 2 |
| Topic | Explore- Ready for Take Off! | Animals- All Creatures Great and Small |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 |  | 1 | 2 | 3 | 4 | 5 | 6 |
| Text/Stimulus | Look up | Non fiction texts linked to Space/Neil Armstrong | ***The Way Back Home*** | The Snail and the Whale |  | Lost and Found**Yorkshire Wildlife Park** | Non-fiction texts**Animal experience**  | Meercat Mail | Gorilla |
| Genre | Fact file about the Wright brothers*-who are they?**-what did they do?**-when did it happen?**-how far did they fly?*Design a character and write a character description in 3rd person*(Betsy is an astronaut and she has blonde hair)*Story in the style of your created character *(Betsy loves to look up and see the stars)* | Setting description in 2nd person *(you will see… you can see)*Advert advertising space*(In space you will see)*Letter to friend from ‘Neil Armstrong’ | Section of a story in 1st person *(I found a red aeroplane in the cupboard)*List- 10 things I would take to space in my rocketLetter written in the past tense to a family member from yourself *(I found a red aeroplane but suddenly the plane started to splutter)* Instructions for how to make a shape rocketInstructions for how to fix the spaceship | Diary entry from the perspective of a character with verb phrases *(screeching seagulls, flashing lightening, growling bear)* |  | Descriptive poster in 1st person*(I have found a penguin. He has a black body and he is feeling sad).*Descriptive writing*(It has eight legs and it is a carnivore).*  | Newspaper report about a animal experience they have had *(On Monday some animals came to Cortonwood)* | Character description in 3rd person *(On Monday Sunny went to his uncle Bob’s house but…)*Recount from a characters perspective *(On Monday I met up with my cousin and I…)* Postcard to mum and dad from Sunny *(I arrived at Uncle Bob’s house)* | Setting description in 3rd person*(Hannah could see a ….)*Narrative- storyCreate their own character and write a character description *(He has…, he lives in)*InstructionsHow to wash the character they created *(First put him in the bath, Then…)* |
|  | >leaving spaces between words>joining words and clauses using ‘and’>begin to punctuate using full stops, capital letters, exclamation marks and question marks>using a capital letter for names of people, places, days of the week and the pronoun I>noun phrases, expanded noun phrases>features of standard English>time adverbials>coordinate sentences using ‘and, or, but’ >verb phrases |  | >leaving spaces between words>joining words and clauses using ‘and’>begin to punctuate using full stops, capital letters, exclamation marks and question marks>using a capital letter for names of people, places, days of the week and the pronoun I>noun phrases, expanded noun phrases>features of standard English>time adverbials>coordinate sentences using ‘and, or, but’ >verb phrases |

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| Term | Summer 1 |  | Summer 2 |
| Topic | Plants- Seeds, Soil and Sunshine | Our World- Brilliant Beaches |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 |  | 1 | 2 | 3 | 4 | 5 | 6 |
| Text/Stimulus | **Butterfly life cycle project**Non-fiction books  | Jim and the beanstalk | Traction man |  | Clean up!**Seaside Trip** | What a waste | Where the sea meets the sky |
| Genre | Non-fiction report about butterflies*-appearance**-habitat**-diet**(butterflies have a…)* | Character description (Jim)*-appearance**-personality**-background**(Jim is…)*Letter including instructions to the Giant from Jim*(thank you for the coins…**Instructions to keep your new teeth clean…)* | Setting description of a garden in the past tense*(On a cold day traction man was walking…)*Story retell of traction man*-opening**-build up**-dilemma**-resolution**-closing**(There once was a brave action figure who…)*Recount of a trip*(time adverbials, noun phrases, verb phrases)* |  | Setting description (*in the sea there is… On the beach there is…)*Acrostic poem (*BEACH)*Beach poem (*orange sand burning, golden starfish floating)* | Non-fiction report (*How can you save the planet?)*  | Story Trip recount |
|  | > write sentences by saying out loud what they are going to write about>compose a sentence orally before writing it>sequencing sentences to form short narratives>re-reading what has been written to check it makes sense>discuss what they have written>read their writing out loud >leaving spaces between words>joining words and clauses using ‘and’>begin to punctuate using full stops, capital letters, exclamation marks and question marks>using a capital letter for names of people, places, days of the week and the pronoun I>learn the Y1 terminology;-letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark>use coordination (and, or, but)>use subordination (because)>use noun phrases and expanded noun phrases>use time adverbials>use verb phrases |  | > write sentences by saying out loud what they are going to write about>compose a sentence orally before writing it>sequencing sentences to form short narratives>re-reading what has been written to check it makes sense>discuss what they have written>read their writing out loud >leaving spaces between words>joining words and clauses using ‘and’>begin to punctuate using full stops, capital letters, exclamation marks and question marks>using a capital letter for names of people, places, days of the week and the pronoun I>learn the Y1 terminology;-letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark>use coordination (and, or, but)>use subordination (because)>use noun phrases and expanded noun phrases>use time adverbials>use verb phrases |

**Year 2**

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| --- | --- | --- | --- |
| Term | Autumn 1 |  | Autumn 2 |
| Topic | Myself and My Community- Near and Far |  | Celebrations- Let’s Remember! |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Text/Stimulus | Back to SchoolThe truth about my unbelievable summer | Lila and the Secret of Rain | The Queen’s HandbagThe Queen’s hat |  | Non-fiction books linked to remembrance **Local Walk to Cenotaph** The day war came  | Where the Poppies Now Grow | My friend, the enemy**Pantomime** | A Christmas Truce |
| Genre | All About meRecount in 1st person | Setting description *(There is a…)*Character description in 1st person*(I have large, brown eyes and I have a small head).*Story in 3rd person*(once upon a time there was a beautiful, young girl called Lila and she…)-* ***and******. A - !******expanded noun phrases*** | Non-fiction report about the Queen*Diary in 1st person**(the strangest thing happened yesterday. I was heading out of Buckingham palace when…)*Instructions*How to get your flying hat back****. A - !******expanded noun phrases*** ***because*** |  | Information sheet about WW1*-when it started**-when it ended**-why did it start?**-who joined in?**-when they fought**-deaths**(WW1 started on…)*Celebrations non-fiction*-what?**-why?**-How?**-when?* *(we say thank you to the soldiers by… we go to the cenotaph at…)****and, because, but*** | Setting description of Flander’s fieldCharacter description of Ben and Ray in 3rd person*(Ben had round clear glasses but ray doesn’t)*Letter to parents from RayDiary from the perspective of Ben or Ray in 1st person *-event, details, feelings**(we rode the horse all the way down the street. We were terrified!)****and, because, but*** | Fact file about Prince Harry and his links to the war in 3rd person*(He was born in…)*Recount of experience (pantomime)*(First we wandered into the hall and we sat down on the long, hard benches).****when*** | Letter to Santa to explain to him how to deliver your presents*(first quietly open the door and step inside my house. Next silently eat the cookie I have left out for you)****when*** |
|  | > write narratives about personal experiences>writing about real events>writing for different purposes>planning or saying out loud what they will write>writing down ideas/key words including new vocabulary>learn how to use new punctuation correctly;-capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes>use expanded noun phrases >use coordination (and, but, or)>use time adverbials |  | > write narratives about personal experiences>writing about real events>writing for different purposes>planning or saying out loud what they will write>writing down ideas/key words including new vocabulary>learn how to use new punctuation correctly;-capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes>use expanded noun phrases >use coordination (and, but, or)>use time adverbials |

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| --- | --- | --- | --- |
| Term | Spring 1 |  | Spring 2 |
| Topic | Explore- Expeditions  | Animals- Sea, Soil or Sky? |
| Weeks | 1 | 2 | 3 | 4 | 5 |  | 1 | 2 | 3 | 4 | 5 | 6 |
| Text/Stimulus | I am Sacagawea | Scott of the Antarctic David, Attenborough non-fiction books | Poles Apart | The Dancing Turtle | Up and down**Woodland walk** | Tadpoles promise |
| Genre | Recount of Christmas experienceBiography about Sacagawea written in past tense *(Sacagawea was born in and died in…)*  | First person recount about Scott’s expedition to the Antarctic *(I couldn’t get warm and I knew I was running out of time)*Non-Chron Report comparing three explorers, Sacagawea, Captain Scott and Attenborough *(She was an explorer from the past and she was inspirational because…)***questions, statements** | Setting description *(In this setting there is… I can see a….)*Instructions for how to arrive at the south pole(*Find a friendly, white polar bear and tell him you are lost)*Retell of the story in 3rd person *(Once upon a time there was…)***commands****exclamations****if** | Character description of the old man in 3rd person *(He has short, brown hair and …)*Write an opening of the storySubstitution story*-character**-musical instrument*Letter to the turtle from the children in 1st person*(I really miss you and hope you can return to us soon!)****Commas in a list******Contracted words*** | Non-fiction text about a woodland habitat*-which animals would you find there?**-how do they get their food?**-what does this habitat provide? (science links)*  | Letter to the caterpillar from the tadpole in 1st person from the characters perspective*(I’m writing to you to express my anger and annoyance. How could you do that to us?)*Book review |
|  | >planning or saying out loud what they will write>writing down ideas/key words including new vocabulary>make simple additions, revisions and corrections to their writing>learn how to use new punctuation correctly;-capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes>use expanded noun phrases >learn how to use the present and past tense correctly, including the progressive form>use subordination (when, if, because, that)>use coordination (and, but, or)>use time adverbials |  | >planning or saying out loud what they will write>writing down ideas/key words including new vocabulary>make simple additions, revisions and corrections to their writing>learn how to use new punctuation correctly;-capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes>use expanded noun phrases >learn how to use the present and past tense correctly, including the progressive form>use subordination (when, if, because, that)>use coordination (and, but, or)>use time adverbials |

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| --- | --- | --- | --- |
| Term | Summer 1 |  | Summer 2 |
| Topic | Plants- Rainforest Adventure | Our World- Weird Weather |
| Weeks | 1 | 2 | 3 | 4 | 5 |  | 1 | 2 | 3 | 4 | 5 | 6 |
| Text/Stimulus | **Butterfly life cycle project**Butterfly non-fiction book | **Walk to B&Q** | Buddy’s rainforest adventure | The Great Kapok Tree |  | Non-fiction texts | The Storm Whale | Numenia and the Hurricane | StormTornadoes! | The day the crayon’s quit |
| Genre | Non chronological report of a butterfly*-introduction**-Appearance**-Habitat diet**-other facts**(butterflies have a straw-like proboscis)* | Recount of an experience in 1st person, past tense*(Last week we trekked to B&Q to find…)*Instructions for how to plant a sunflower seed | Instructions*-How to save a rainforest orangutan**(First search for him swooping and swinging through the vines…)* | Retell a familiar story in past tense *(Once upon a time two men wandered into the rainforest and they….)*Persuasive letter in 1st person*(I’m writing to share my opinion on deforestation…)* |  | Fact file about Claude Monet in 3rd person*(He was a famous artist who…)* | 1st person recount of day from Noi’s perspective*(I wandered outside and I couldn’t believe my eyes…)*Instructions for how to look after a whale in distress*(First kneel down and check for a heartbeat. Then pour water over him to make sure he is hydrated)*  | Story retell Newspaper report about the earthquake in Chile  | poetry*(swirling silver hurricane, twirling huge tornado)* | Letters to new teachers (transition) |
|  | >make simple additions, revisions and corrections to their writing>evaluating their writing>re-reading to check for sense>proofreading to check for errors>read aloud what they have written>learn how to use sentences with different forms; statement, question, exclamation, command>use expanded noun phrases >learn how to use the present and past tense correctly, including the progressive form>use subordination (when, if, because, that)>use coordination (and, but, or)>use some features of written standard English |  | >make simple additions, revisions and corrections to their writing>evaluating their writing>re-reading to check for sense>proofreading to check for errors>read aloud what they have written>learn how to use sentences with different forms; statement, question, exclamation, command>use expanded noun phrases >learn how to use the present and past tense correctly, including the progressive form>use subordination (when, if, because, that)>use coordination (and, but, or)>use some features of written standard English |

Oliver Jeffers

Who school author/illustrator

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| Foundation Stage 1**The Crayons Christmas** | Foundation Stage 2**Lost and Found**Lost and Found — Oliver Jeffers |
| Year 1**The Way Back Home**The Way Back Home by Oliver Jeffers is a great story to cover within any  EYFS | Year 2**Up and Down**https://pictures.abebooks.com/isbn/9780007549658-uk.jpg |