

## St Mary's English Long Term Plan

### Whole School 2021-22

Autumn Term																				
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	Wk14	Wk15	Wk16				
EYFS	<b><u>Topic Overview: All about Me</u></b>  BASELINE ASSESSMENTS About me and my family. People who help us.										<b><u>Topic Overview: Traditional Tales</u></b>  Little Red Riding Hood The Three Little Pigs The Three Billy Goats Gruff Christmas									
Y1	The Lost Kiwi	<b><u>Fiction:</u></b> <i>Lost &amp; Found by Oliver Jeffers</i>  Say and write simple sentences.			<b><u>Poetry:</u></b> <i>The animals went in two by two...</i> Rhymes. Singular & Plural.			<b><u>Poetry:</u></b> <i>Diwali festival. Bonfire night.</i> Four line poem including -ed endings.		<b><u>Non-Fiction:</u></b> <i>The Great Fire of London</i>  To ask and write questions. To write information.			<b><u>Fiction:</u></b> <i>Zog by Julia Donaldson</i> Write sentences that can be read by themselves and others.							
Y2	<b><u>Stories with familiar settings:</u></b> <i>The Jolly Postman by Janet and Allan Ahlberg.</i>  Innovated narrative based on a model.		<b><u>Non-chronological reports:</u></b> <i>Transport Non fiction text</i>  A report linked to an aspect of Loughborough		<b><u>Poems on a theme:</u></b> <i>School Poems (A First Poetry Book)</i> Write a poem based on a model.		<b><u>Traditional tales with a twist:</u></b> <i>Prince Cinders by Babette Cole (and a variety of twisted tales).</i>  Writing an innovated traditional tale with a twist.			<b><u>Instructions:</u></b> <i>101 Playground Games</i>  To write a set of instructions for a new playground game.										
Y3	<b><u>Folk tales</u></b>  Innovation of The Lancashire Giant. Presentation of innovated narrative to an audience using props, images, actions etc.			<b><u>Recount – Biography</u></b> Biography of a regional/local hero.				<b><u>Fables</u></b> Fable based on a structure.		<b><u>Poems with a structure</u></b> Poem/s with a structure e.g. shape, calligrams		<b><u>Persuasion: letters</u></b>  Persuasive letter.								
Y4	<b><u>Explanation</u></b>		<b><u>Fantasy</u></b>			<b><u>Film &amp; Playscript</u></b>		<b><u>Fairy Tales</u></b>			<b><u>Classic Narrative Poetry</u></b>		<b><u>Recount: Newspapers</u></b>							

	Oral explanation of a process. Written explanation of a process.	Innovated narrative based on a model.	Script based on a short film.	Innovated narrative based on a model	Learn a poem by heart for performance.	Newspaper report.
Y5	<b>Narrative writing: Legends of the British Isles:</b> Michael Morpurgo, Outlaw, Beowulf  Plan and write a legend of their own based on a model. Tell their story to an identified audience.	<b>Persuasive writing:</b> non-fiction and model texts as examples of persuasive writing  Persuasive Film/TV broadcast about a country within the British Isles. A formal presentation.	<b>Stories with historical settings:</b>  New chapter or scene linked to novel/story with historical setting. Presentation linked to reading, e.g. <i>Is Fagin a hero or a villain?</i>	<b>Film and play scripts:</b>  Write a play script for a new scene of a familiar film or book (Storyboard, detail to include camera angles, direction etc).	<b>Classic Narrative Poetry:</b>  An oral performance of a poem. A new poem, or verse for a poem, based on a model.	
Y6	<b>Novel as a theme</b>  A debate related to an issue from the chosen text. A survival/adventure story.	<b>Biography</b> Carry out research, write and present a biography, e.g. Mary Anning (1799-1847); Charles Darwin (1809-1882); or Alfred Wallace (1823-1913).	<b>Poetry – Songs &amp; Lyrics</b> Oral presentation of a poem/song. Reading journal entries detailing personal reflections and responses to songs and poems.	<b>Balanced Argument</b>  Plan and write formal debates and balanced arguments.	<b>Classic Fiction</b>  A new story or chapter using characters and/or plot structures from a classic novel	<b>Persuasion: A formal Review</b>  A formal review of a live theatre or a live music performance.

	Spring Term												
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13
EYFS	<b>Topic Overview: Past and Present</b> Toys Dinosaurs						<b>Topic Overview: It's Alive</b> Life cycles Animals-Farm visit. Planting and Growing						
Y1	<b>Fiction:</b> <i>The Tale of Peter Rabbit</i> by Beatrix Potter Write about characters and settings.			<b>Non-Fiction:</b> Cooking & Growing. To write instructions			<b>Poetry:</b> <i>Pat a Cake.</i> <i>Hot Cross Buns.</i>	<b>Fiction:</b> A range of Traditional Tales. Use connectives to link ideas			<b>Non Fiction:</b> Write a family recount.		

Y2	<p><b>Stories by the same author:</b> Books by Simon Bartram - 'Man on the Moon'</p> <p>A story based on a model.</p>	<p><b>Non-chronological reports:</b> <i>Information texts about explorers</i> 'One small step for Man'</p> <p>A class information book on the theme of explorers and exploring for the school library.</p>	<p><b>Stories with familiar settings:</b> <i>Farmer Duck</i> by Martin Waddell (and a variety of farm-based stories) Innovated narrative with a farm setting.</p>	<p><b>Persuasion:</b> Farm attractions and leaflets (online resources)</p> <p>Persuasive leaflet or poster.</p>	<p><b>Riddles</b> <i>Animal Riddles</i></p> <p>Fruit or vegetable riddle</p>
Y3	<p><b>Narrative based on theme</b></p> <p>Narrative based on text read.</p>	<p><b>Poems on theme</b></p> <p>Poem learned by heart for performance; create a poem linked to theme with a structure.</p>	<p><b>Discussion</b></p> <p>Discussion presenting different points of view.</p>	<p><b>Novel as a Theme:</b> <i>The Iron Man</i> by Ted Hughes</p> <p>Story based on a plot structure from the focus text.</p>	<p><b>Recount – diaries</b></p> <p>Diary entries which include those written:</p> <ul style="list-style-type: none"> <li>- from own experience.</li> <li>- in role as a character.</li> </ul>
Y4	<p><b>Issues and Dilemmas</b></p> <p>Story based on a plot structure from text read.</p>	<p><b>Persuasion</b></p> <p>Persuasive advert.</p>	<p><b>Novel as a theme</b></p> <p>Story based on a plot structure from a focus text.</p>	<p><b>Non-Chronological Reports</b></p> <p>Information poster with flip-flap facts.</p>	
Y5	<p><b>Science fiction Stories:</b></p> <p>A science fiction story to entertain an identified audience.</p>	<p><b>Information booklets:</b></p> <p>An information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation</p>	<p><b>Poems with a structure:</b></p> <p>A new poem drawing on the structure(s) of those studied.</p>	<p><b>Novel as a theme:</b> <i>Oranges in No Man's Land</i></p> <ul style="list-style-type: none"> <li>▪ A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction.</li> <li>▪ An action scene about an invention.</li> <li>▪ A short story or chapter for a novel about an invention.</li> </ul>	<p><b>Magazine information Text Hybrid:</b></p> <ul style="list-style-type: none"> <li>▪ A presentation based on reading and research.</li> <li>▪ A page for a magazine which includes a range of text types.</li> </ul>
Y6	<p><b>Older Literature</b></p> <p>A scene for a story or a new chapter, drawing on the</p>	<p><b>Information Text Hybrid</b></p> <p>An information text containing a mixture of non-fiction text types and</p>	<p><b>Poems with Imagery</b></p>	<p><b>Detective/Crime Fiction</b></p> <p>A detective story to entertain and intrigue children in another class.</p>	<p><b>Explanations</b></p> <p>An explanation linked to learning experiences in another subject, for example:</p>

	writing style of a particular author.	forms, e.g. a speech containing elements of persuasion, recount and report.	Interesting and engaging poem(s) which use powerful imagery.		and/or An explanation linked to the detective fiction English unit:
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<b>Summer Term</b>											
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	
EYFS	<b>Topic Overview: Different Environments</b>  The Park Woods/Forest- The Gruffalo The Stickman Jungle Handa's Surprise					<b>Topic Overview: Under the Sea</b>  Sea creatures Water At the seaside Pirates/Mermaids					
Y1	<b>Fiction:</b> <i>Maisie Goes Camping</i> by Lucy Cousins.  To write an opening, middle and end of a story.	<b>Poetry:</b> <i>Ring a Ring of Roses</i> . Perform traditional rhymes	<b>Non-Fiction:</b> 'Let's Go Camping'  To write an information booklet about camping	<b>Fiction:</b> <i>The Three Little Aliens &amp; the Big Bad Robot</i> by MM.  To write a story about a robot.	<b>Non Fiction:</b> Write about how to make a robot.	<b>Poetry:</b> I'm a Little Robot					
Y2	<b>Animal adventure stories</b> <i>The Wind in the Willows</i> by Kenneth Grahame  Own animal adventures story.	<b>Recount: letters</b> <i>The Day the Crayons Quit</i> by Drew Daywalt.  Recount, written in role as a character from a story, in the form of a letter.	<b>Classic poems</b> Duck's Ditty  Own verse based on a classic poem learnt by heart	<b>Story as a theme</b> <i>Sand Horse</i> Ann Turnbull (and a variety of seaside themed books)  A written narrative, based on a film with a seaside setting.	<b>Explanations</b> <i>How does it work?</i> by Sylvia Karavitis and Gill Matthews  An explanation text linked to a process that happens at the seaside.	<b>Poems on a theme</b> <i>Seaside Poems</i> by Jill Bennett.  A seaside poem.					
Y3	<b>Playscripts</b>	<b>Non-chronological reports</b>	<b>Classic poetry</b>	<b>Mystery, adventure or fantasy story</b>				<b>Explanation</b>			

	Play script based on a film	Non-chronological report.	Performance of a poem. Written responses to poetry.	A mystery, adventure or fantasy story.	An explanation linked with the theme.	
Y4	<b><u>Stories with a theme</u></b>  Narrative based on text read.	<b><u>Poems with a structure</u></b>  Poem with a structure linked to the theme of water.	<b><u>Information Booklets</u></b>  Booklet of information e.g. welcome brochure	<b><u>Folk Tales</u></b>  Narrative based on the studied text.	<b><u>Debate</u></b>  Formal debate. Discussion text.	
Y5	<b><u>Stories from other cultures:</u></b> <i>Journey to the river Sea</i> Eva Ibbotson  A story set in the rainforest.	<b><u>Debate:</u></b>  A persuasive speech. A debate	<b><u>Myths</u></b>  A myth.	<b><u>Reports:</u></b> <i>Online resources</i>  A non-chronological report about an aspect of the Olympics.	<b><u>Poems with figurative language:</u></b>  Poem(s) based on a model	
Y6	<b><u>Short Stories with flashbacks</u></b>  A story told in flashback.	<b><u>Discussion and debate</u></b>  A discursive essay. A formal debate.	<b><u>Classic Narrative Poetry</u></b>  Written response to the poem in another text type and form,	<b><u>Novel as a Theme</u></b> <ul style="list-style-type: none"> <li>▪ A range of writing outcomes linked to the novel, e.g. <i>diary, letter, internal monologue, summary, prediction.</i></li> <li>▪ Character description(s) written in the style of the author.</li> <li>▪ A chapter for a novel.</li> </ul>	<b><u>Recount: Autobiography</u></b> <ul style="list-style-type: none"> <li>▪ An autobiography, written in role as a character: <ul style="list-style-type: none"> <li>- A fictional person linked with the seaside,</li> <li>- A character from the class novel.</li> </ul> </li> </ul>	<b><u>Poems on a Theme</u></b>  A poem based on a model.