

English termly planning KS1 Spring 1

Term	Topic and Subject lead	Quality text and stimulus	Unit and length	Writing across the English unit				Topic writing		
				Cold task	USE IT EVIDENCE			HOT TASK	PROVE IT EVIDENCE	
Spring 1 6 weeks then 5 weeks	Great Explorers SCIENCE Y1 - Everyday Materials Uses of Everyday Materials GEOGRAPHY Comparing different environments/ climates COMPUTING * Research/internet/E-safety -2create * 2E-safety (Hector online safety) * Productivity/understanding diff programs - Publisher/textease D&T Space buggy/ rockets	Fiction: (3 weeks) The Three Little Pigs (Y1)/ Y2: The three little wolves/ The big bad pig (link to materials - science). Also see: Wolf's version of events: This could fit into recount writing or newspaper articles Or Little Red Riding Hood (Y2 SATs evidence)	Traditional Tales	Children write the three little pigs/ Little Red Riding Hood	Y2: Grammar lesson - Focus on the point of the story where Little Red Riding Hood enters Grandma's house and sees the wolf dressed up. Y2: Write sentences with different forms: exclamations and statements Y1: Write so that other people can understand the meaning of sentences;	Sequence the story of Little Red Riding Hood. Y2s add words/ phrases " Add key vocabulary to the plan to include narrative language - eg 'once upon a time', 'they lived happily ever after.' Y1 and 2: Use simple organisational features in fiction; Y1: Use narrative language features Paragraphs? First, next then. Ordering events.	Write a description of the wolf Y2: Use apostrophes for possession. Eg 'The wolf's eyes.'	Children create their own version of a traditional tale (invention) Y2: Use sentences of different forms in story (not commands)/ use apostrophe for possession. Y1: Use organisational features in a story.	Science: What should/shouldn't the three little pigs use to build their house? Why/why not? Y1: Write so that other people can understand sentences Y2: Write statements (full sentences) and use exclamation marks/ exclamatory phrases.	RE: Who is Jewish and what do they believe? Y2: Write sentences with different forms: Questions Y1: Write so that other people can understand the meaning of sentences;

					question and command;					
		Non-Fiction (2 Weeks) (AT BRISTOL SCHOOL TRIP) – Discussion Non-fiction book about space)		Recount the school trip to at Bristol.	Write a newspaper article about Armstrong's journey to the moon Begin to punctuate using capital letters for people, places, days of the week and I; Write for simple audiences and purposes based on real-life experiences	Write a voiceover as Armstrong describing his journey into space. Y2: Write in progressive present tense Y1: Use present tense accurately. E.G I am flying, I am travelling, I am walking.	Write a recount of Armstrong's journey. Y1: Use simple organisational features in non-fiction Y1 and 2: Write in past tense accurately (simple and progressive past tense for year 2).	Write a newspaper article about Wallace and Gromit's trip to the moon following watching "A Grand Day Out" movie clip.	Technical manual (eg Design a rocket) – Explanation text Y1: Use simple organisational features in non-fiction, E.g. first, next, then, etc. Y1 & 2: Write for a range of real audiences and purposes;	Write a sentence about Columbus's journey. Y2: Use possessive apostrophes. <

		Voyage & Return (Oliver Jeffers-How to catch a star, The Way Back Home / Simon Morse - Rocket kid)			<p>Y2: Use some features of standard written English.</p> <p>Y2: Apostrophes for contraction.</p> <p>Y1: Understand which letters belong to which family.</p>	<p>Add key vocabulary to the plan to include narrative language - eg 'once upon a time', 'they lived happily ever after.'</p> <p>Y1 and 2: Use simple organisational features in fiction;</p> <p>Y1: Use narrative language features</p> <p>Paragraphs? First, next then.</p> <p>Ordering events</p>	<p>Y2: Use apostrophes for possession.</p> <p>Eg 'The alien's eyes.'</p>		<p>Y2s use contraction apostrophes; Y1: handwriting showing letter families.</p> <p>Y1: Organisation features. Y2: Apostrophes for possession (character names).</p>	
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Milestones Year 1: Write for simple audiences and purposes based on real-life experiences; Sequence sentences to form simple non-fiction texts; Use narrative language features; Use simple language features of non-fiction; Use simple organisational features in fiction and non-fiction; Use past and present tense accurately; Write so that other people can understand the meaning of sentences; Begin to punctuate using capital letters for people, places, days of the week and I; Understand which letters belong to which family.

Milestones Year 2: Write for a range of fictional and real audiences and purposes; Write sentences with different forms: statements, exclamation, question and command; Use progressive form in the past and present tense; Use accurate verb/ tense and subject/ verb agreement; Use some features of standard written English; Demarcate sentences using exclamation marks and question marks; Use apostrophes for contracted forms; Use apostrophes for possession.