



Lees Primary School -English Long Term Plan- Nursery



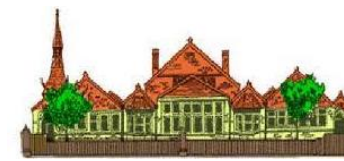
	AT1	AT2	SP1	SP2	SU1	SU2
Theme	Tell me a Rhyme	Exploding Colours	Whose baby? (animals - main focus - farm animals and their young)	Build it high, build it low!	What shall we grow?	Bears, bears everywhere!
English Texts	<u>Focus</u> <u>Nursery</u> <u>rhymes:</u> Incey, Wincey Spider (tales) Little Miss Muffet Jack be nimble Humpty, Dumpty Hickory, Dickory Dock Grand old Duke of York Polly put the kettle on 5 currant buns	Duckie's Rainbow, Frances Barry Cat's colours, Jane Cabrera Dog's colourful day, Emma Dodd Brown bear, brown bear, Bill Martin Pete the cat - you tube.	Cock-a-doodle-doo! Farmyard Hullabaloo. Barefoot singalong - Driving my Tractor. Mrs. Wishy Washy. Duck in a truck Jez Alborough Dear Zoo, Rod Campbell 5 Little Ducks	Blocks, Irene Dickson 'You tube' (sharing/ working together) When I build with blocks, Niki Alling Topsy and Tim busy builders. The 3 Little Pigs.	Oliver's vegetables, Oliver's fruit salad, Oliver's milkshake Vivien French	Goldilocks and the 3 bears Going on a Bear Hunt M Rosen One Ted falls out of bed, J Donaldson 5 little teddies
Literacy	To join in with songs and rhymes. To repeat words and phrases from familiar rhymes To share books, have a favourite	Joining in with and recalling familiar stories, songs and rhymes. Learning new words in focus stories. Looking after and handling of books.	Joining in with and recalling familiar stories, songs and rhymes. Learning new words in focus stories. To sequence stories. To develop physical experience of mark making using various tools and media.	To develop physical experience of mark making using various tools and media. To use some of their print and letter knowledge in their early writing.	To develop physical experience of mark making using various tools and media. To use some of their print and letter knowledge in their early writing.	To develop physical experience of mark making using various tools and media. To use some of their print and letter knowledge


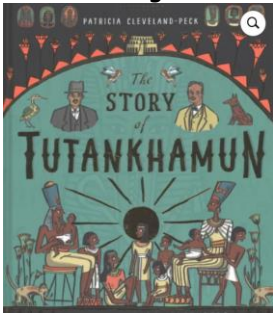
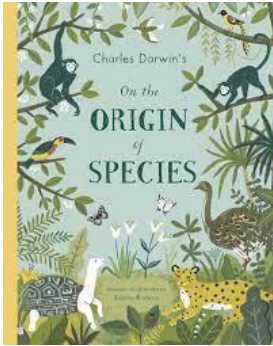
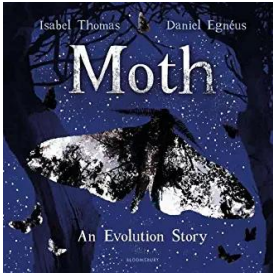
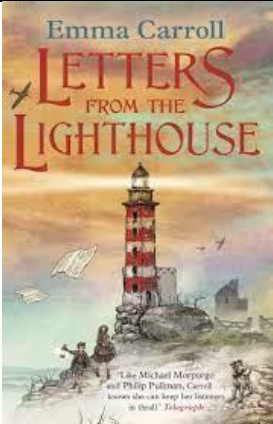
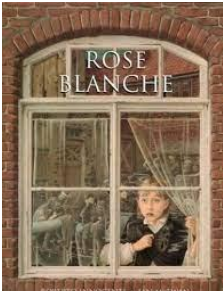
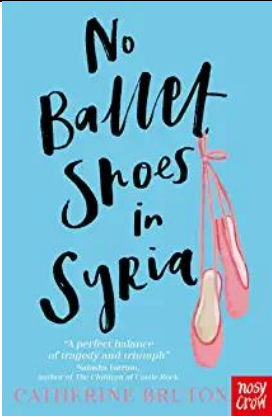

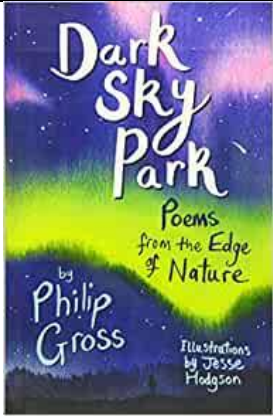

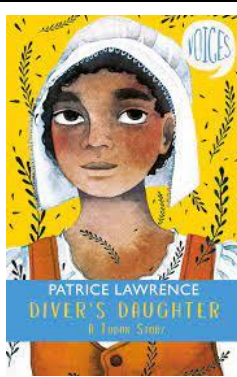
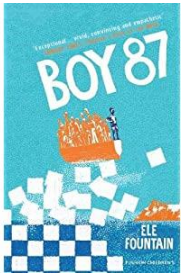
	<p>& know how to look after and handle books. (names of the different parts of a book, page sequencing, reading text from left to right and top to bottom)</p> <p>To develop play around rhymes using props.</p> <p>To enjoy drawing freely.</p> <p>To add some marks to their drawings.</p>	<p>To develop physical experience of mark making using various tools and media.</p> <p>Following patterns.</p> <p>Ascribing meaning to marks.</p>	<p>Ascribing meaning to marks.</p> <p>Create photo books of the children working - to name and talk about what children are doing.</p>	<p>To write some letters accurately.</p> <p>To engage in extended conversations.</p> <p>To develop an awareness of print seen in different places.</p> <p>To count or clap syllables in words.</p>	<p>To write some letters accurately.</p> <p>To notice print.</p> <p>To write some or all of their name.</p> <p>To develop their phonological awareness so that they can;</p> <p>Spot & suggest rhymes</p> <p>Count or clap syllables in words</p> <p>Recognise words with same initial sound</p> <p>To engage in extended conversations.</p> <p>To engage in extended conversations about stories, learning new vocabulary</p>	<p>in their early writing.</p> <p>To write some letters accurately.</p> <p>To notice print.</p> <p>To write some or all of their name.</p> <p>To develop their phonological awareness so that they can;</p> <p>Spot & suggest rhymes</p> <p>Count or clap syllables in words</p> <p>Recognise words with same initial sound</p> <p>To engage in extended conversations.</p> <p>To engage in extended conversations about stories, learning new vocabulary</p>
Communication & Language	<p>To develop listening skills.</p> <p>To develop understanding of 'who', 'what', 'where'.</p>	<p>To develop listening skills.</p> <p>To continue to learn and recall rhymes.</p>	<p>To develop listening skills.</p> <p>To develop understanding of 'who', 'what', 'where', 'how.'</p> <p>To retell stories using small world, act out stories using masks/ props.</p>	<p>To develop listening skills.</p> <p>(listen and respond)</p> <p>To develop understanding of</p>	<p>To develop understanding of 'who', 'what', 'how', 'where', 'when' and 'why'.</p> <p>(what Q cards, blank level picture scenes)</p>	<p>To develop understanding of 'who', 'what', 'how', 'where', 'when' and 'why.'</p>

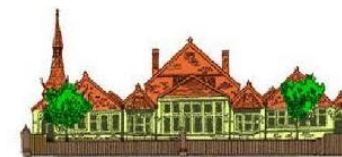
	<p>To understand and respond to simple instructions.</p> <p>To develop conversation To develop pretend play.</p> <p>To listen to simple stories & understand what is happening, with the help of pictures.</p> <p>To know rhymes.</p>	<p>To develop understanding of 'who', 'what', 'where'.</p> <p>To understand a question or instruction that has 2 parts.</p> <p>Extending vocabulary and develop sentence structure.</p>	<p>Extending vocabulary and develop sentence structure.</p> <p>To understand a question or instruction that has 2 parts.</p>	<p>'who', 'what', 'how.' 'why.'</p> <p>To understand a question or instruction that has at least 2 parts.</p> <p>To use a wider range of vocabulary & develop sentence structure.</p> <p>To talk about familiar books.</p>	<p>To use talk to organise themselves and their play.</p> <p>(adults to join in with play extending ideas/vocabulary/using voice sounds for effects, commenting on what they are doing, repeating using correct pronunciation/ story dice)</p> <p>To understand a question or instruction that has at least 2 parts.(chattertime activities)</p>	<p>To use talk to organise themselves and their play.</p> <p>To understand a question or instruction that has at least 2 parts.(chattertime activities)</p> <p>To maintain attention</p>
Fine Motor Skills	<p>Develop manipulation and control.</p> <p>Will explore different materials and tools.</p> <p>May show preference of dominant hand.</p> <p>Holds marking making tools in a fist grip.</p> <p>Turns pages in a book.</p>	<p>Showing increased control of smaller tools.</p> <p>Attempting to use scissors correctly, with adult guidance.</p> <p>Mark makes with a range of finer tools such as pencils, crayons, etc.</p> <p>Showing more preference for a dominant hand.</p>	<p>Can collect smaller objects and move them with accuracy - beads etc.</p> <p>Has more control when using scissors e.g. can follow a pre-drawn line/mark.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as</p>		

				they get dressed and undressed, for example, putting coats on and doing up zips.
Comprehension	<p>Copy finger movements and other gestures (e.g. when singing/listening to a story).</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Listens to and joins in with stories and poems, when reading in small group</p> <p>To be able to turn the pages correctly in a book without support,</p> <p>To understand that print has different meanings - for example using a menu to order food in the home corner, looking at a book etc.</p>	<p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Is beginning to label different parts of a book, with adult guidance.</p> <p>Explores print and its meanings in independent play.</p> <p>Showing a basic understanding that English can be read from left to right and from top to bottom.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p>
Word Reading	<p>Enjoy sharing books with an adult.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>To notice some print such as the first letter of their name, familiar signs and labels in a wider range of places.</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select</p>	<p>Can recognise rhymes in familiar texts.</p> <p>Be aware of and talk about print in a range of situations in and around the setting.</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word

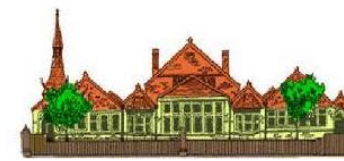
	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Can recall an increasing range of songs and rhymes.</p>	<p>websites and icons to select apps with adult support.</p> <p>Shows interest in illustrations in books and digital print</p>	<p>Can clap syllables in their own name.</p>	<p>• recognise words with the same initial sound, such as money and mother</p>
Writing	<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>May show preference of dominant hand.</p> <p>Children will enjoy drawing freely. They may add a wider range of marks to their drawings and say "That says Mummy" or "My name"</p> <p>Can imitate some shapes such as lines and circles.</p>		<p>Has more control when drawing/imitating pre-writing shapes.</p> <p>Children may be able to form some recognisable letters.</p> <p>Children may be able to copy letters from their name.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>



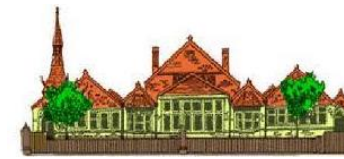
	Autumn 1 Ancient Egypt	Autumn 2 Evolution	Spring 1 WWII	Spring 2 Earth Matters	Summer 1 Earth Matters	Summer 2 Tudors
Text Types	 <p>Secrets of a Sun King</p>  <p>The story of Tutankhamun</p>	 <p>On the Origin of Species by Sabina Radeva.</p>  <p>An Evolution Story</p>	 <p>Letters from the Lighthouse</p>  <p>Rose Blanche</p>	 <p>No Ballet Shoes in Syria</p>  <p>The Journey</p>	 <p>Dark Sky Park</p>  <p>Little people, big dreams - Greta Thunberg</p>	 <p>Diver's Daughter Patrice Lawrence</p>  <p>BOY 87 Ele Fountain</p>



		Moth, by Isabel Thomas				
Genres (A range may be seen in a sequence of learning)	Writing to entertain: Historical Settings Narrative Descriptions Poetry Character/Setting Writing to inform: Letters Report Recount Newspaper Article Writing to Persuade: Advertising Letters Speech Campaign	Writing to inform: Non-chron reports recount Explanations Writing to discuss: Balanced Argument Newspaper Article Review Writing to Entertain: Poetry Biography Recount	Writing to entertain: Historical settings Writing to persuade: Letters & Newspapers - Speech Campaign Writing to inform: Letters Report Recount Newspaper Article Non-chron reports Explanations	Writing to entertain: Stories from Other cultures Narrative Descriptions Poetry Character/Setting Writing to discuss: Journalistic Writing Balanced Argument Newspaper Article Reviews Writing to persuade: Advertising Letter	Writing to entertain: Film Narrative Description Poetry Freedom of choice Choral and performance poetry Writing to discuss: S&L debate focus	Writing to Entertain: Freedom of choice - reasons for writing Transition Dramatic conventions Playscripts



				Speech Campaign		
Text Type Features	*Develop setting, atmosphere and character including through dialogue *Build cohesion within and across paragraphs *Select appropriate grammar and vocabulary to change or enhance meaning	*Use advanced organisational and presentational devices (introduce columns and tables) *Identify audience and purpose before writing and adapt accordingly	*Develop setting, atmosphere and character including through dialogue *Build cohesion within and across paragraphs *Select appropriate grammar and vocabulary to change or enhance meaning	*Use advanced organisational and presentational devices (introduce columns and tables) *Identify audience and purpose before writing and adapt accordingly	*Develop setting, atmosphere and character including through dialogue *Build cohesion within and across paragraphs *Select appropriate grammar and vocabulary to change or enhance meaning	*Use advanced organisational and presentational devices (introduce columns and tables) *Identify audience and purpose before writing and adapt accordingly. Discuss and record ideas (discuss, argue, present, analyse, persuade, review) Balanced/Bias
Sentence Level Features	Continuous Consolidation from Y5: Complex sentences Subordinating & coordinating conjunctions	Semi-colons to mark boundaries between clauses Hyphens used to avoid ambiguity (e.g. man-eating shark /re-cover)	Formal/informal conventions (standard/spoken English) Revision of all skills	Revision of all skills	Perform own compositions so that meaning is clear. Consolidation of all skills.	Read aloud using appropriate intonation, tone and volume.



English Mastery Curriculum - Long Term Planning - Year 6

	Adverbs & prepositional phrases	Use expanded noun phrases Active/passive (identifying subjects/objects within a sentence)				
Word Level	Synonyms/antonyms	Develop formal/informal vocab	Consolidation and revision	Consolidation and revision	Consolidation and revision	Consolidation
Grammatical terminology	Semi-colon, hyphen, synonym, antonym	Subject, object, active, passive	Consolidation and revision	Consolidation and revision	Consolidation and revision	Consolidation

*Continuous objectives