

ENGLISH LONGTERM PLAN 2024

Early Years						
Nursery	Autumn	Spring		Summer		
	Routines, All about me, Autumn, Halloween. Diwali, Bonfire night, Christmas/ Winter	Valentines Chinese New year Tasting Chinese food / pancakes Spring/Farms/Traditional tales/Easter Mother's day/ hatching chicks		Growing / Eid /Growing butterflies Minibeasts/ Summer		
Reception	Autumn	Spring		Summer		
	<b>Theme:</b> Settling in / Us /Autumn/ Festivals/Nocturnal/Where in the world	<b>Theme:</b> Winter/Festivals/bears /growing/planting		<b>Theme:</b> Traditional stories/Festivals / transition/minibeasts		
	<b>Texts:</b> Ruby's Worries', The Colour Monster, Leaf Man, Brown Bear Brown Bear What Do You See?, Goldilocks and the 3 Bears, The Gingerbread Man, Hickory Dickory Dock, Owl Babies, The Story of Rita and Sita, Winnie the Witch, Peppa Pig and The Lost Christmas List, Room on the Broom, My Skin Your Skin	<b>Texts:</b> The Great Race, The 3 Billy Goats Gruff, The Legend of Nian, We're Going on a Bear Hunt, The Polar Bear and the Snow Cloud, Humpty Dumpty, Jack and Jill, The 3 Little Pigs, Jaspers Beanstalk, Mr Wolf's Pancakes, Mabel's Magical Garden, What The Ladybird Heard, The Easter story, The Most Exciting Eid		<b>Texts:</b> Little Red Riding Hood, Incy Wincy Spider, The Hungry Caterpillar, Spinderella, Superworm, Supertato, Life Cycle of a Butterfly, Mad about Minibeasts, Jabari Jumps, Big Bag of Worries, The Book with no Pictures		
Key stage 1						
Y1	<b>Underpinning subject context Yr1</b> Conditions for learning (CL): phonics, spelling and handwriting sessions; models for reading and writing; clear success criteria; scaffolds such as displays, key vocabulary and sentence starters; talk/discussion and rehearsal of ideas; accessible and attractive resources; access to human support (peer/adult); sufficient time; quiet/undisturbed periods; checking own/each other's work; reading aloud and listening to others; evaluating reading and writing; responding to feedback Learning for Social Mobility (LSM): awareness that writing conveys meaning to others and can have an impact on the reader; authors make deliberate choices of words and phrases; extension of vocabulary; writing can exist independently of the author being present; how to/conventions for writing (labels, captions, retelling/composing narrative, explaining and describing); awareness of an audience for their own writing now and in the future. Learning for Spirituality (LS): life cycle of humans; wonders of the world/unexplained phenomena; interdependence of humans, other creatures and the environment; past, present and future; other worlds; adventure; sharing experiences/stories together. Learning for morality/character/values (LMCV): knowing characters can change; characters and situations are not always what they seem – questioning our perception; growing up; right and wrong; how curiosity, persistence and kindness, determination can pay off; cautionary tales, including stranger danger and child protection; children as future custodians of the world. Learning for Knowledge acquisition (LKA): Y1 phoneme/grapheme correspondence; Y1 spellings of words that don't conform to GPCs; Y1 grammatical terminology; Y1 sentence structure; Y1 punctuation; basic/common features of all narratives (characters; setting; events); narrative structure (chronological sequence - problem, events (further barriers) and resolution); specific features of some text types e.g. fairy stories have a magical element. Learning for Language (LL): GPCs; syllables; prosody; talk/rehearsal; responding to what has been said previously (early discursive skills).					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Theme:</b> Think Big	<b>Theme:</b> Into The Woods	<b>Theme:</b> Rags to Riches		<b>Theme:</b> From the city to the seaside	
	<b>Texts:</b> Once There Were Giants by Martin Wadell, Giants by Mij Kelly, The Enormous Turnip, Finn MacCool and the Giant's Causeway, The Smartest Giant in Town by Julia Donaldson, Greta and the Giants by Zoe Tucker The Enormous Crocodile by Roald Dahl	<b>Texts:</b> Little Red Riding Hood, Hansel & Gretel, Into the Woods by Anthony Browne, The Deep Dark Wood by Algy Craig Hall	<b>Text:</b> : Sleeping Beauty, The Paper Bag Princess, Castle Poems, Jack and the Beanstalk, The Very Last Castle		<b>Text:</b> Nana in the City by Lauren Castillo, What if...? By Anthony Browne, Dick Whittington, The Lighthouse Keeper's Lunch, Gracey the Lighthouse Cat, The Snail and the Whale, City and Seaside Poems	
Y2	<b>Underpinning subject context Yr2</b> Conditions for learning (CL): Collaboration, Oracy, Focus on sentence construction and improvement, Continuous evaluation of vocabulary within written and spoken language Learning for Social Mobility (LSM): exposure to rich vocabulary/ texts with layers of story and a level of cultural capital increasing children's access to knowledge in other areas e.g. history and geography through Zeraffa / access to traditional and new texts/stories Learning for Spirituality (LS): exploring their place in the world and the place of other creatures e.g. the sense of belonging that Bog Baby has in his own habitat and in an alien environment Learning for morality/character/values (LMCV): attitudes and behaviours of characters to each other e.g. Atir whispering in Zeraffa's ear Learning for Knowledge acquisition (LKA): The scientific/historical/geographical aspects of stories-glass makers of Venice-Zeraffa's Journey from Africa to Paris Learning for Language (LL): Rich vocabulary and sentence construction to extend their current level of acquisition					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Theme:</b> From Bugs to Beasts!		<b>Theme:</b> Food of the Gods		<b>Theme:</b> The Greatest Show	
	<b>Texts:</b> The Very Hungry Caterpillar by Eric Carle The Bog Baby by Jeanne Willis and Gwen Millward	<b>Texts:</b> Zeraffa Giraffa by Dianne Hofmeyr and Jane Ray Gorilla by Anthony Brown The Spider and the Fly by Mary Howitt and Tony DiTerlizzi	<b>Texts:</b> The Glassmaker's Daughter by Dianne Hofmeyr and Jane Ray	<b>Texts:</b> Charlie and the Chocolate Factory by Roald Dahl	<b>Texts:</b> Ahmed and the Feather Girl by Jane Ray Peter Spier's 'Circus!'	<b>Texts:</b> Leon and the Place Between

Key Stage 2						
Y3	<p><b>Underpinning subject context Yr3</b></p> <p>Conditions for learning (CL): Collaboration and Oracy, modelled through high quality texts.                      Learning for Social Mobility (LSM): Texts chosen to develop cultural capital. A rich vocabulary and a range of stories that educate about our world and environment.                      Learning for Spirituality (LS): reflecting on how we read and engage with the world. Specific focus on caring for our world and its connection to spirituality.                      Learning for Knowledge acquisition (LKA): Considering what makes a effective writing and reading. A developing understanding of what makes an effective reader and writer.                      Learning for Language (LL): Emphasis on rich and varied vocabulary, oracy, and a range of complex and simple sentences.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Theme:</b> British Prehistory	<b>Theme:</b> Our Community: Highfields	<b>Theme:</b> Latin and Londinium	<b>Theme:</b> Environment: World in danger	<b>Theme:</b> Rivers and Plains	<b>Theme:</b> Medieval Leicester
	<b>Text:</b> Black Dog The Tear Thief	<b>Text:</b> Alice in Wonderland	<b>Text:</b> Escape from Pompeii	<b>Text:</b> The Great Kapok Tree	<b>Text:</b> Treasure Island	<b>Text:</b> King Arthur
Y4	<p><b>Underpinning subject context Yr4</b></p> <p>Conditions for learning (CL): Collaboration and oracy, focus on new vocabulary acquisition                      Learning for Social Mobility (LSM): Texts chosen to provide cultural capital. Section on achievements of great women in Spring 1                      Learning for Spirituality (LS): Focus on belonging through Frankenstein. Identifying personal responses to novels read.                      Learning for morality/character/values (LMCV): Focus on this in all terms through stories read.                      Learning for Knowledge acquisition (LKA): Spiral curriculum, make learning explicit                      Learning for Language (LL): Focus on language acquisition. Oracy</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Theme:</b> Anglo-Saxons and Vikings	<b>Theme:</b> Ancient Greece	<b>Theme:</b> Antarctica	<b>Theme:</b> The Age of Enlightenment	<b>Theme:</b> Ancient Baghdad	
	<b>Text:</b> Sir Gawain and the Green Knight	<b>Text:</b> The Iliad	<b>Text:</b> Shackleton's Journey	<b>Text:</b> Frankenstein's Monster	<b>Text:</b> The Breadwinner	
Y5	<p><b>Underpinning subject context Yr5</b></p> <p>Conditions for learning (CL): Oracy, collaboration, whole class discussions, peer assessment for sentence structure and cohesion within paragraphs, evaluation of vocabulary within spoken and written language and high expectations of presentation skills.                      Learning for Social Mobility (LSM): Broadening children's cultural capital through the text studied and opportunities for cross-curricular learning e.g. RE, History and Geography. Opportunities for art history studying famous artists and building vocabulary for creative writing.                      Learning for Spirituality (LS): Taking opportunities to reflect on characters feelings, motives and behaviours, hot seating activities and voicing opinions.                      Learning for morality/character/values (LMCV): Understanding the importance of right and wrong by studying the protagonist and antagonist across novels. Implementing the Medway values into planning and teaching.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Theme:</b> Climate Change	<b>Theme:</b> RICHARD III	<b>Theme:</b> The Tempest	<b>Theme:</b> Ancient Greek Culture	<b>Theme:</b> Importance of Justice and Values	
	<b>Text:</b> Floodlands by Marcus Sedgwick	<b>Text:</b> Richard III	<b>Text:</b> The Tempest	<b>Text:</b> The Odyssey	<b>Text:</b> Hound of the Baskervilles	
Y6	<p><b>Underpinning subject context Yr6</b></p> <p>Conditions for learning (CL): Collaboration, Oracy, Focus on sentence construction and improvement, Continuous evaluation of vocabulary within written and spoken language                      Learning for Social Mobility (LSM): Acquisition of rich vocabulary, Exposition to STEM careers (biography of an inspirational figure; Intelligence Report)                      Learning for Spirituality (LS): Analyse character development and key values                      Learning for morality/character/values (LMCV): Analysing key themes (good vs evil, morality and immorality) and evaluating characters within books                      Learning for Knowledge acquisition (LKA): Strong cross-curricular links to support novels studied in English                      Learning for Language (LL): Clear emphasis on rich vocabulary</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Theme:</b> Victorian England		<b>Theme:</b> British Empire		<b>Theme:</b> Transition	
	<b>Text:</b> Great Expectations		<b>Text:</b> Murder at the Mushaira		<b>Text:</b> Lord of the Flies	<b>Text:</b> Old man and the sea