

## Foundation Stage/Key Stage 1 - Long term plan

Year A		Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>		Gettin g to know you	Happy & healthy	Extreme Earth	On the move	Kings and Queens	Ocean explorers	
<b>History Geography</b>		Holida y places	Familie s	Pompeii Physical geography	Vehicles in the past	Kings and Queens Countries of the UK The Commonwealth	Seaside holidays in the past Oceans and continents	
<b>Computing/Technology</b>	FS	1 We have confidence 2 we can take turns 8 We are healthy 7 We can exercise	16 We can count 2 We can take turns 17 We are designers 23 We can record soundtracks	22 We are creative 3 We are successful 11 We can understand messages 5 We can drive	4 We have feelings 9 We can listen 10 We can understand instructions 18 We are shape-makers	24 We are film producers 14 We can email 6 We are DJs 15 We can blog	19 We are community members 13 We are digital readers 12 We are talkers 20 We can observe	
	Y1/2	1.4 We are TV chefs	2.2 We are painters	2.3 We are journalists	2.4 We are time travellers	1.2 We are treasure hunters	1.3 We are storytellers	
<b>English fiction</b>		Familiar settings Poetry - Using the senses	Fantasy stories	Familiar settings Poetry – pattern and rhyme	Traditional stories and fairy tales Stories from other cultures	Stories from other cultures Fantasy stories		
<b>English</b>		Labels	Non-	Instructions	Information texts	Information texts		

non-fiction	Instructions	chronological reports Information texts	Non-fiction	Dictionaries			
<b>Science</b> Each topic includes scientific enquiry through investigation	Animals	Everyday materials	Everyday materials	Everyday materials	Animals Plants		
Seasonal changes	Autumn	Winter		Spring	Summer		
<b>Science enrichment</b>		Dinosaurs			Electrical circuits		
<b>P E</b>	<b>Gymnastics and Dance</b>	Travelling and pathways	Dance	Stretching and curling Turning, spinning and twisting	Dance	Rocking and rolling Linking movements together	Dance
	<b>Games</b>	Throwing and catching	Aiming games	Developing partner work	Dribbling, kicking and hitting	Bat and ball skills Inventing games	Athletics Year 2 Swimming
<b>PSHE</b>	New beginnings	Say no to bullying	Going for goals	Good to be me	Relationships	Getting on and falling out	

<b>Year B</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
---------------	----------	----------	----------	----------	----------	----------

<b>Topic</b>		Our Brilliant bodies1	If you go down to the woods..	Digging up the past	The light at the end of the tunnel	There's no place like home	Superheroes
<b>History Geography</b>		Families Holidays	Evidence for life in the past United Kingdom	Romans	Great Fire of London Caves/physical features	Homes in the past Local geography	Famous people World oceans and continents
<b>English: fiction</b>		Familiar settings Poetry - using the senses Stories with predictable and patterned language	Fantasy stories	Familiar settings Recounts, dictionary	Traditional stories and fairy tales Poetry: patterns and rhyme	Traditional stories including plays Significant authors	Poetry – on a theme Fantasy stories
<b>English: non-fiction</b>		Labels, lists and captions	Instructions Dictionaries	Information texts	Information texts	Information texts	Instructions
<b>Computing/Technology</b>	FS	1 We have confidence 2 we can take turns 8 We are healthy 7 We can exercise	16 We can count 2 We can take turns 17 We are designers 23 We can record soundtracks	22 We are creative 3 We are successful 11 We can understand messages 5 We can drive	4 We have feelings 9 We can listen 10 We can understand instructions 18 We are shape-makers	24 We are film producers 14 We can email 6 We are DJs 15 We can blog	19 We are community members 13 We are digital readers 12 We are talkers 20 We can observe
	Y1/2	1.4 We are personal trainers	1.1 We are celebrating (Christmas)	2.3 We are journalists	1.6 We are gardeners	1.5 We are TV chefs	2.1 We are detectives

<b>Science</b> Each topic includes scientific enquiry through investigation	Animals	Plants	Everyday materials	Animals	Everyday materials	Plants	
Seasonal changes	Autumn	Winter		Spring		Summer	
<b>Science enrichment</b>	Inside our bodies	Seeds	Changing materials - clay	Light Nocturnal animals	Choosing suitable materials	Magnetism	
<b>P E</b>	<b>Gymnastics and Dance</b>	Travelling and pathways	Dance	Points and patches Turning, spinning and twisting	Dance	Wide, narrow, curled/flight Linking movements	Dance
	<b>Games</b>	Throwing and catching	Aiming games	Developing partner work	Dribbling, kicking and hitting	Bat and ball skills Inventing games	Athletics Year 2 Swimming
<b>PSHE</b>	New beginnings	Say no to bullying	Going for goals	Good to be me	Relationships	Getting on and falling out	

<b>Year C</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	All about me	Toy stories	To the ends of the Earth	To infinity and beyond	Dungeons and dragons	Neighbourhood detectives
<b>History Geography</b>	Families Countries of the UK	Toys Weather	Polar explorers Polar lands	1960s	Castles Maps	Local history Local geography
<b>Unit</b>	FS	1 We have confidence 2 We can take turns	16 We can count 2 We can take turns	22 We are creative 3 We are successful	4 We have feelings 9 We can listen	24 We are film producers 19 We are community

		8 We are healthy 7 We can exercise	17 We are designers 23 We can record soundtracks	11 We can understand messages 5 We can drive	10 We can understand instructions 18 We are shape-makers	14 We can email 6 We are DJs 15 We can blog	members 13 We are digital readers 12 We are talkers 20 We can observe
	Y1/2	2.3 We are painters	2.4 We are time travellers	2.1 We are detectives	2.5 We are astronauts	1.3 We are gardeners	2.6 We are zoologists
<b>English fiction</b>		Stories with familiar settings Poetry – using the senses	Stories with predictable and patterned language Traditional stories and fairy tales	Stories with familiar settings	Fantasy stories Poetry - pattern and rhyme	Fairy stories Fantasy stories	Stories with predictable and patterned language
<b>English non-fiction</b>		Labels, lists and captions Instructions	Recount/dictionary	Recounts Information texts	Information texts	Poetry on a theme	Recount fact and fiction Information texts
<b>Science</b> Each topic includes scientific enquiry through investigation		Animals, including humans	Everyday materials	Animals, including humans Everyday materials	Everyday materials	Plants Everyday materials	Plants Y2 Living things and their habitats Y1 Animals
Seasonal changes		Autumn	Winter		Spring		Summer
<b>Science enrichment</b>		Keeping healthy/medicines			The earth and beyond		Habitats

PE	Gymnastics and Dance	Travelling and pathways	Dance	Stretching and curling Turning, spinning and twisting	Dance	Rocking and rolling Linking movements together	Dance
	Games	Throwing and catching	Aiming games	Developing partner work	Dribbling, kicking and hitting	Bat and ball skills Inventing games	Athletics Year 2 Swimming
PSHE		New beginnings	Say no to bullying	Going for goals	Good to be me	Relationships	Getting on and falling out

### FS/KS 1 Literacy Yearly Overview: Narrative Writing

Narrative writing	Sentence starters	Conjunctions	Language	Sentence construction	Punctuation
Foundation Stage Emphasis on oral story telling	<b>Introduce:</b> Once upon an time Early one morning First Next Then But So Finally Happily ever after	<b>Introduce:</b> and but	<b>Introduce:</b> <b>Prepositions</b> Up down in into out to onto  <b>Alliteration</b>  <b>Similes using 'like'</b>	<b>Introduce:</b> Luckily/Unfortunately Simple and compound sentences	<b>Introduce</b> Finger spaces Full stops Capital letters

Year 1	<p><b>Consolidate:</b> Once upon an time Early one morning First Next Then But So Finally Happily ever after</p> <p><b>Introduce:</b> Because If To his amazement/ surprise</p> <p><b>When – time conjunctions</b> After After that As At that moment By next morning In the end One day Next morning Now Soon/As soon as Until When While</p> <p><b>How – adverbs</b> Suddenly Fortunately Luckily Unfortunately</p>	<p><b>Consolidate:</b> and but</p> <p><b>Introduce:</b> because if when that</p>	<p><b>Consolidate:</b> <b>Prepositions</b> Up down in into out to onto</p> <p><b>Introduce:</b> inside outside Towards across under</p> <p><b>Consolidate:</b> Alliteration Similes using 'like'</p> <p><b>Introduce:</b> Adjectives to describe Similes using 'as'</p>	<p><b>Consolidate:</b> Luckily/Unfortunately</p> <p><b>Consolidate:</b> Simple and compound sentences</p> <p><b>Introduce:</b> Complex sentences using conjunctions Questions Exclamations Long and short sentences</p> <p><b>Introduce</b> 'Run' – repetition for rhythm - He walked and walked Repetition in description- a lean cat, a mean cat</p> <p><b>Introduce:</b> Simple noun phrases, ie two adjectives to describe the noun – the scary old woman</p>	<p><b>Consolidate:</b> Finger spaces Full stops Capital letters</p> <p>Question marks Exclamation marks</p>
--------	---	--	---	---	---

## FS/KS 1 English Yearly Overview: Narrative Writing

Narrative writing	Sentence starters	Conjunctions	Language	Sentence construction	Punctuation
Year 2	<p><b>Consolidate:</b> Once upon an time Early one morning First Next Then But So Finally Happily ever after After After that As At that moment By next morning In the end One day Next morning Now Soon/As soon as Until When While Because If To his amazement/ surprise <b>How – adverbs</b></p>	<p><b>Consolidate:</b> <b>Co-ordinating:</b> and but or <b>Subordinating:</b> because if when that</p>	<p><b>Consolidate:</b> <b>Prepositions</b> inside outside towards across under  <b>Introduce:</b> Behind above along before between after  Alliteration Similes using 'like' Similes using 'as' Adjectives to describe</p>	<p><b>Consolidate:</b> Luckily/Unfortunately Silently Slowly <b>Introduce:</b> More –ly fronted adverbials e.g. Bravely, Carefully, (emotional description) Phrases e.g. At the ned of the lane  <b>Consolidate:</b> Commands Statements Questions Exclamations More complex sentences using a range of conjunctions</p>	<p><b>Consolidate:</b> Finger spaces Full stops Capital letters Question marks Exclamation marks</p>



	<p>Suddenly Fortunately          Luckily Unfortunately  <b>When-</b> After a while          Before Immediately          Eventually A few days          later  <b>Where-</b> across the road,          Over the hill, inside the          castle</p>		<p><b>Introduce:</b>          Adverbs          Powerful verbs</p>	<p><b>Consolidate:</b>          'Run' – repetition for rhythm - He          walked and walked          Repetition in description- a lean          cat, a mean cat          Simple noun phrases</p>	
--	---	--	---	--	--

KS 1 English Yearly Overview: Grammar

## Year 1: Detail of content to be introduced (statutory requirement)

<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ) How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

## Year 2: Detail of content to be introduced (statutory requirement)

<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found on page <a href="#">57</a> in the year 2 spelling section in English Appendix 1) Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>
<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ] <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma