

English Medium Term Plan, Autumn 1, 2017 Cygnets Class Topic: Memory Box.

| | Reading | Writing | Communication |
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| Objectives | <p>Year 1: Word Reading:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words • Read accurately by blending sounds in familiar words • Read high frequency words • Read words ending in -s, -es, ing, -ed, -er and -est. • Read aloud accurately books that are consistent with phonic knowledge • Re-read these books to build up fluency and confidence in word reading <p>Year 1: Comprehension:</p> <ul style="list-style-type: none"> • Discuss and predict events. • Link reading to own experiences. • Join in with stories and rhymes • Infer what characters are like from their actions. <p>Stories with familiar settings: Essential books: 'Once When We Were Giants' Teddy Bear stories, e.g. 'The Best Loved Bear' Kipper's Diary, Little Red Riding Hood, Stories on Toys theme, e.g. 'Dogger' Poetry: Themes of 'Our Senses' and 'Ourselves', e.g. 'When I was One', by A.A. Milne Harvest: Focus on 'Apple' poems. 'Toys' poems</p> <p>Guided Reading /Paired reading activities.</p> <p>Story times, using Big books and picture books.</p> <p>Reading/reciting poems. Learning a new poem every week.</p> | <p>Year 1: Writing : composition: write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher <p>Writing : Transcription:</p> <ul style="list-style-type: none"> • Form lower-case letters correctly • Use spacing between words • Spell high-frequency words correctly. • Spell words correctly containing learned phonemes. <p>Writing : Grammar:</p> <ul style="list-style-type: none"> • Use 'and' to join sentences • Begin to punctuate using a capital letter for the names of people, places and the days of the week. | <p>Year1: Use subject specific vocabulary to explain and describe.</p> <p>Speak in a way that is clear and easy for others to hear and understand.</p> <p>Recount experiences with interesting detail</p> <p>Take turns to listen carefully to the contributions of others.</p> <p>Read aloud writing clearly enough to be heard by peers.</p> |

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| Activities | <p>Stories with familiar settings: Essential books: 'Once When We Were Giants' Teddy Bear stories, e.g. 'The Best Loved Bear' Kipper's Diary, Little Red Riding Hood, Stories on Toys theme, e.g. 'Dogger'</p> <p>Poetry: Themes of 'Our Senses' and 'Ourselves', e.g. 'When I was One', by A.A. Milne Harvest: Focus on 'Apple' poems. 'Toys' poems</p> <p>Guided Reading /Paired reading activities.</p> <p>Story times, using Big books and picture books.</p> <p>Reading/reciting poems. Learning a new poem every week.</p> <p>Individual reading books.</p> <p>Looking at topic-related books</p> <p>Letters and Sounds activities.</p> | <p>Labels, letters, lists, Diaries, Recounts, Writing Instructions</p> <p>Recalling events from the past, remembering what we did when were younger, using photos and our parents' memories.</p> <p>Descriptive writing: My favourite teddy, Describing a toy teddy in class, thinking of adjectives to write on a teddy bear outline. Describing our favourite toys / parents' toys brought in for our 'Toy Museum'</p> <p>Writing an invitation to our families, asking them to come to our teddy bear's tea party</p> <p>Writing instructions: How to make cakes for the tea party</p> <p>Writing a diary entry based on Little Red Riding Hood's day or the wolf's day</p> <p>Writing labels for our 'Toy Museum'</p> <p>Writing activities linked to visit to Cheltenham Festival of Literature</p> <p>Writing an apple poem, using sensory words</p> <p>Handwriting activities</p> <p>Letters and Sounds activities</p> <p>Spelling, Grammar and Punctuation activities</p> | <p>Circle times, discussions, Working in pairs, talk partners.</p> <p>Asking parents questions about what we were like/what we did when we were younger.</p> <p>Circle times: Sharing ideas and thoughts, recalling our Summer holiday experiences, asking each other questions, recalling recent events to help us write a diary entry.</p> <p>Working with a partner to create a story map in preparation for writing a diary from Little Red Riding Hood or the wolf.</p> <p>Learning rhymes and mnemonics</p> <p>Reading aloud their own work. Reciting poems together in class and for our Harvest Assembly.</p> |

