

# Allanson Street Primary School – Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	 <p><b>Text: Peace at Last</b> Fiction – Story with character focus</p> <p><b>Outcome:</b> Use story images for pupils to join in with key events and phrases in a retelling of the story. Some pupils may choose to draw/mark make some of the story.</p> <p><b>Outcome:</b> Oral retelling of story. Draw images and write labels to represent the story.</p>  <p><b>Text: Home</b> Fiction – Story with various settings.</p>	 <p><b>Text: The Best Diwali Ever</b> Fiction - traditional story with character focus</p> <p><b>Outcome:</b> A representation of a favourite character in the story. Able to say which character it is and express some information about the character.</p> <p><b>Outcome:</b> To label and attempt to write a simple caption.</p>  <p><b>Text: Stick Man</b> Fiction - story with character focus</p> <p><b>Outcome:</b> A representation of a</p>	 <p><b>Text: A planet full of plastic</b> Non - Fiction</p> <p><b>Outcome:</b> To draw/label items in the sea.</p> <p><b>Outcome:</b> To create a poster to stop people polluting. Children to write labels/captions/sentences.</p>  <p><b>Text: Snowflake Bentley</b> Non - Fiction</p> <p><b>Outcome:</b> To write a short sentence about a picture they have taken using a camera.</p>	 <p><b>Text: Book of Animals</b> Non-fiction</p> <p><b>Outcome:</b> To write about their own experiences of animals at the zoo.</p> <p><b>Outcome:</b> Create an animal fact file.</p>  <p><b>Text: Gigantosaurus</b> Fiction/ non-fiction</p> <p><b>Outcome:</b> To write about their own experience of seeing a dinosaur.</p> <p><b>Outcome:</b> Create a dinosaur fact file.</p>	 <p><b>Text: The Three Little Pigs</b> Fiction - traditional tale with character focus</p> <p><b>Outcome:</b> A representation of a favourite character in the story. Able to say which character it is and express some information about the character.</p> <p><b>Outcome:</b> To write a sentence/ part of the story from memory .</p>  <p><b>Text: The Billy Goats Gruff</b> Fiction - traditional tale with character focus</p> <p><b>Outcome:</b> A representation of a favourite character in the</p>	 <p><b>Text: The Sea Saw</b> Fiction – Recount</p> <p><b>Outcome:</b> To sequence images depicting key events in the story and use the images to retell the basic storyline</p> <p><b>Outcome:</b> To rewrite the story in own words.</p>  <p><b>Text: The Pirates Next Door</b> Fiction – Recount</p> <p><b>Outcome:</b> To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making</p> <p><b>Outcome:</b> To write a letter from the point of view of</p>

	<p><b>Outcome:</b> to discuss their own home, similarities, and differences.</p> <p><b>Outcome:</b> Label parts of the home with sounds they know.</p>	<p>favourite character in the story. Able to say which character it is and express some information about the character.</p> <p><b>Outcome:</b> To label and attempt to write a simple caption.</p>			<p>story. Able to say which character it is and express some information about the character.</p> <p><b>Outcome:</b> Write sentences describing the characters.</p>	<p>the main character, describing what it's like having a pirate neighbour.</p>
	<i>Objectives are taken from Development Matters (non-statutory guidance for EYFS)</i>					
<b>Linked texts</b>	<ul style="list-style-type: none"> <li>- <i>Whatever Next</i> by Jill Murphy</li> <li>- <i>Home</i> by Carson Ellis</li> <li>- <i>Lullabyhullabaloo</i> by Mick Inkpen</li> <li>- <i>The rainbow fish</i></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Stanley's Stick</i> – John Hegley</li> <li>- <i>I Really Want the Cake</i> - Simon Philip</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Commotion in the Ocean</i> by Giles Andreae</li> <li>- <i>The rainbow fish</i></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Find me a Tiger</i> by Lynley Dodd</li> <li>- <i>All Aboard for the Bobo Road</i> by Stephen Davies</li> <li>- <i>The Selfish Crocodile</i> by Faustin Charles</li> <li>- <i>Dinosaur Roar</i> by Paul and Henrietta Stickland</li> <li>- <i>Katie and the Dinosaurs</i> by James Mayhew</li> <li>- <i>The big book of dinosaurs</i> by Usborne</li> <li>- <i>Volcanoes</i> Usborne</li> <li>- <i>Beginners</i></li> <li>- <i>The Gruffalo</i> – Julia Donaldson</li> </ul>	<ul style="list-style-type: none"> <li>- <i>How big is a million?</i> by Anna Milbourne</li> <li>- <i>Goldilocks and the three bears</i></li> <li>- <i>Jack and the beanstalk</i></li> <li>- <i>Gingerbread man</i></li> </ul> <p>Various Traditional tales</p>	<ul style="list-style-type: none"> <li>- <i>That rabbit belongs to Emily Brown</i> by Cressida Cowell</li> <li>- <i>The Teddy Robber</i> by Ian Beck</li> <li>- <i>Where's my teddy?</i> By Jez Alborough</li> <li>- <i>Ten Little Pirates</i> by Mike Brownlow</li> <li>- <i>How I became a Pirate</i> by Melinda Long</li> </ul>

**Phonics  
phase 1**

**Read Write Inc**

Daily spelling sessions within differentiated groups focusing on set 1 sounds

**Read Write Inc**

Daily spelling sessions within differentiated groups focusing on set 1/set 2 sounds

**Read Write Inc**

Daily spelling sessions within differentiated groups focusing on set 1/set 2/set 3 sounds