

English Medium Term Plan
Hedgehog Class Year 1 and 2 Term 1 September 2024

<p>Y1 ongoing learning outcomes</p> <p>I can use capital letters a full stops</p> <p>I can segment words into phonemes and represent these by graphemes, spelling mostly correctly or phonically plausible.</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I am beginning to spell many common exception words</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can write simple, coherent simple sentences.</p> <p>I can maintain stamina in my writing.</p>	<p>Y2 ongoing learning outcomes</p> <p>I can use capital letters a full stops</p> <p>I can segment words into phonemes and represent these by graphemes, spelling mostly correctly or phonically plausible.</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I can spell many common exception words</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can write simple, coherent narratives about personal experiences and those of others</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation</p> <p>I can maintain stamina in my writing (1 piece of A4 writing)</p>
<p>Y2 Term 1 specific learning outcomes</p> <p>I can use capital letters and full stop accurately in simple sentences.</p> <p>I can write a simple and coherent narrative and instructions</p> <p>I can write use adjectives and identify them in a text.</p> <p>I can use the coordinating conjunctions 'and' to join clauses accurately</p>	<p>Y2 Term 1 specific learning outcomes</p> <p>I can use capital letters for proper nouns.</p> <p>I can use the suffix - ed</p> <p>I can write a simple and coherent narrative and instructions</p> <p>I can write noun phrases</p> <p>I can use the coordinating conjunctions 'and, so , but, because' to join clauses accurately</p>

Week 1: Presentation, expectations and assessment.

Week 2-5: Narrative - Jack and the Beanstalk portal story (Talk for Writing) with a focus on character description.

Week 5-7: Non Fiction - Instruction writing – TBD

Week	Writing composition	SPaG	Spelling focus
1 02.09.24	To set out expectations of presentation in our books. To follow written instructions to solve scavaenger hunt. To complete a cold task, writing a story relating to what we found.		SCODE intro Baseline Assessment
2 09.09.24 Phase 1	Hook lesson – To plant magic beans and predict what might happen to them – Oracy based lesson. To learn the model text of the description of the giant. To identify the descriptive language from the model text, noun phrases, similes. To identify and understand the uses of punctuation from the model text. To understand the use of past tense and third person.	Year 1 Finger spaces Capital letters and full stops Year 2 Finger spaces Capital letters and full stops Capital letters for proper nouns Suffix -ed	SCODE Lessons 3-5 Sound ch -tch Curriculum words: children child Lessons 6-7 Sound th Curriculum words: clothes, father, bath, path
3 16.09.24 Phase 2	To use the correct punctuation; capital letters/full stops and CL for proper nouns. To use descriptive language similar to that identified in the model text, noun phrases, similes. (create word bank which can also be used in phase 3.) To use conjunctons to join two simple sentences together; Year 1: and Year 2: and but so because, to join co-ordinating sentences.	Year 1 To introduce the conjunction 'and' Year 2 To introduce the conjunction 'and, but, so, because' Suffix –ed for past tense.	Lessons 8 Sound th Curriculum words: clothes, father, bath, path lessons 9-10 sound u (u, u, ou) Curriculum words: could, should, would, sugar Lessons 11-12

	To use of past tense and third person in sentences (year 2 to form a simple 3 sentence paragraph using third person and past tense consistently)		sound u (u, u, ou) Curriculum words: could, should, would, sugar hip homophones: there/their/they're
4 23.09.24 Phase 3	To box up their own character description – scaffold this heavily, TA to work with LA group of Year 1s to create group boxing up) Use word bank created last week. To write first sentence for their descriptive paragraph. Model this first using own boxing up. Scaffolding/sentence starters fro year 1, LA group to work with TA if needed. To draft descriptive paragraph for their giant. To understand how to edit their writing, looking for spelling, punctuation and tense errors. (two lessons, lesson 1 modelling, lesson 2, chn edit their work.)	Consolidate use of Year 1 Finger spaces Capital letters and full stops Conjunction 'and' Year 2 Finger spaces Capital letters and full stops Capital letters for proper nouns Suffix –ed Conjunction 'and, but, so, because' Suffix –ed for past tense	Lessons 13-15 sound u (u, u, ou) Curriculum words: could, should, would, sugar hip homophones: there/their/they're Lessons 16-17 sound u (u, u, ou) Curriculum words: could, should, would, sugar hip homophones: there/their/they're
5 30.09.24 Phase 1 Phase 2	Hook lesson for intructions – baking and decorating cupcakes. To understand the layout and purpose of instructions. To understand the use of imperative verbs. To identify and orally model expanded noun phrases. To understand the importance of the order of instructions including a list of required equipment.	Imperative verbs Expanded noun phrases	Lessons 18-19 sound u (u, u, ou) Curriculum words: could, should, would, sugar hip homophones: there/their/they're Lessons 20 – 22 Apostrophe for contractions Hip homophones there/their/they're
6 07.10.24 Phase 2	To use bullet points to create a list of equipment. To create a bank of imperatives verbs. To write short and concise sentences for instructions. (2 Lessons) To box up (story board) our own recipe instrctions.	Bullet points Imperative verbs	Lessons 23 – 25 Apostrophe for contractions Hip homophones there/their/they're Lesson 26 Have you cracked the code?
7 14.10.24 Phase 3	To draft and edit sections of instrctions (3 lessons) Follow a set of instructions written by the children to see how effective they are.	Editing for spellings errors.	Lesson 27 End of unit test

8 21.10.24	Skilful day SPaG check.		
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