

English Medium Term Plan
Hedgehog Class Year 1 and 2 Term 3 January 2025

Gaps: handwriting spelling of CEW and high frequency words			
Week 1: Observation Poetry based on a hedgehog. Week 2 – 4: T4W – The Papaya that Spoke – story with a clear beginning, middle and end. Week 5 - 6: Fiction – Descriptive sentences			
Week	Writing composition	SPaG	Spelling focus
1 (4 days) <i>Observational poetry</i> Phase 1, 2, 3	To identify features and vocabulary of an observation poem. To learn how to use the suffix –ing. To plan my own hedgehog observation poem. To write and edit my observation poem.	adding the suffix –ing	SCODE: Lessons 57 – 60 Baseline assessment. Curriculum words: sudden, small, school, said
2 <i>The Papaya That Spoke</i> Phase 1, 2	To learn to text of The Papaya That Spoke. To identify the language features of the text. To develop and use new rich vocabulary words correctly. To orally rehearse the story of The Papaya That Spoke and use drama to reflect how the character was feeling. To understand how question marks can be used in a sentence.	use of question marks.	SCODE: Lessons 61 - 65 Phonics revision /s/ homophones and near homophones
3 <i>The Papaya That Spoke</i> Phase 2, 3	To use question marks to correctly punctuate a sentence. To understand what a noun and a verb are. To use a noun and a verb to create a simple sentence. To create a story map for the text The Papaya That Spoke. To box up our story, understanding that a story has a beginning, middle and end.	identifying nouns and verbs.	SCODE: Lessons 66 – 70 /s/ sound spelt c before e, l and y. curriculum words: house, use, please
4 <i>The Papaya That Spoke</i> Phase 3	To write and edit the beginning of my story The Papaya That Spoke. To write and edit the middle of my story The Papaya That Spoke. To write and edit the ending of my story The Papaya That Spoke. To plan my own version of The Papaya That Spoke. To write and edit my own version of the story.	editing for spellings	SCODE: Lessons 71 – 75 suffix –ness suffix –less adding –s and –es to make plurals
5 <i>Descriptive sentences.</i>	To identify features of our model text and compose success criteria.	conjunctions	SCODE: Lessons 76 - 80

<p>Phase 1, 2</p>	<p>To develop and use new rich vocabulary words correctly.</p> <p>To use the conjunctions 'and' & 'but' to join two main clauses.</p> <p>(Y1) To understand and use exclamation marks to punctuate a sentence.</p> <p>(Y2) To use the conjunctions 'because' as a subordinating clause.</p> <p>To box up my own ideas to create a setting description based on the model text.</p>		<p>adding -s and -es to make plurals</p> <p>End of unit assessment.</p>
<p>6 (4 Days)</p> <p><i>Descriptive sentences.</i></p> <p>Phase 3</p>	<p>To write and edit my version of the model text.</p> <p>To plan my own descriptive setting based on modern London.</p> <p>To write and edit my own descriptive sentences based on modern London.</p>	<p>editing for spellings</p>	<p>SCODE:</p> <p>Lessons - recap</p>