

**English Medium Term Plan**  
**Hedgehog Class Year 1 and 2 Term 4 2025**

<b>Gaps:</b> handwriting spelling of CEW and high frequency words			
<b>Week 1 – 2:</b> Meerkat Mail Character Description <b>Week 2 – 4:</b> Meerkat Mail Setting Description <b>Week 5 - 6:</b> non-fiction - Recount			
<b>Week</b>	<b>Writing composition</b>	<b>SPaG</b>	<b>Spelling focus</b>
<b>1</b>	<b>Character Description</b> <b>Meerkat Mail – Modelled Write</b> I can label a picture of the Meerkat Mail with adjectives.  I can write a describing sentence about the Meerkat Mail.  I can write describing sentences about the Meerkat Mail using and.  I can join two describing sentences about the Meerkat Mail using and.  I can write a sequence of 3 sentences to describe the Meerkat Mail.	co-ordination – and, or, but	SCODE: Lessons 81 – 85  baseline test /o/
<b>2</b>	<b>Independent Write</b> To explore how to use the conjunction 'so' <b>Y1 targetted provision from Wk1.</b>  To write sentences using the conjunction 'so'. <b>Y1 targetted provision from Wk1.</b>  To understand the difference between past and present tense.  To generate a word bank to describe Zog.  To write independent character description about Zog.	sub-ordination – when, if, that, because	SCODE: Lessons 86 - 90  /er/  curriculum words: everybody every after water
<b>3</b>	<b>Setting Description</b> <b>Meerkat Mail/Africa – Modelled Write</b> I can label a picture of the desert in MeerKat Mail.  I can write a describing sentence about the desert from MeerKat Mail. <b>Y2 – I can write describing sentences about the setting using noun phrases.</b>  I can write describing sentences about the desert from Meerkat Mail using and to list. <b>Y2 'but'</b>  I can join two describing sentences about the desert from Meerkat Mail, using and as a conjunctions. <b>Y2 'but'</b>  I can write a sequence of 3 (6-8) sentences to describe the desert from Meerkat Mail.	expanded noun phrases.  statement, command, exclamations and questions.	SCODE: Lessons 91 – 95  /er/  adding –ing, -ed, -er, -est and –y to words.

4	Assessment Week	nouns, pronouns, verbs, adjectives.	SCODE: Lessons 96 – 100  /er/  adding –ing, -ed, -er, -est and –y to words.  Curriculum words: find, kind, mind, behind.
5	<b>Independent Write - Tiddler</b> To explore how to start sentences in different ways. Y1 targetted provision from Wk3.  To write sentences using different sentence starters. Y1 targetted provision from Wk3.  To understand and use exclamations.  To generate a word bank to describe unders the sea setting.  To write independent setting description about Tiddler.	use –ly to turn and adjective into an adverb.	SCODE: Lessons 101 - 105  /igh/  curriculum words: child, wild, climb.
6 (4 Days)	<b>The Gruffalo.</b> Model writing sentences using ordinal language.  To write sentences using ordinal language.  To write a recount of the Gruffalo.  To read back, check and edit my writing.	To use the suffixes -ness and -ment (to form nouns).  To use the suffixes -ful and -less to form adjectives.	SCODE: Lessons - 106 - 107  adding –s and –es to plurals  adding –es to nouns and verbs ending in –y.