

Long Term Plan for KS1

	Fiction	Non-fiction	Poetry
Autumn 1	What was life like for Victorian Children? Science: Materials monster		
	Fairy Stories	Lists, labels, posters	Traditional poems
	YEAR 1 Story map/mountain Labelled diagram Conjunctions – compound sentences: and or but so Adjectives to describe Capital letters and full stops Consolidate reception spellings	YEAR 2 Secure use of planning tools – map/mountain/grid Diagrams labelled with headings and factual sentences Secure use of compound sentences – and, or, but,so Use two adjectives to describe the noun Use capital letters, full stops, question marks, exclamation marks Consolidate year 1 spellings	
Autumn 2	Florence Nightingale Science: Healthy Me		
	Stories with repetition and rhyme	Information texts	Acrostics
	YEAR 1 Plan openings – character, setting, time day, weather Heading and opening statement Conjunctions – complex sentences– because, so that, then, when Alliteration – cuddly cat, hairy horse Exclamation marks Use repetition for rhythm Regular plural noun suffixes – ‘s’, ‘es’	YEAR 2 Plan openings – character, setting, time day, weather Plan non-fiction texts – text map / washing line/ boxing-up Use openings to hook the reader – opening question/ factual statement Make final comment to reader Use adverbs for description Use alliteration Use complex sentences – when, where, while, because, then, so that, until, if Form nouns using suffixes such as ‘ness’, ‘er’	
Spring 1	Great Fire of London Science: young Masterchef		
	Author Study	Recount	Poems by the same author

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	YEAR 1 Understanding beginning/middle/end of story Concluding sentences for non-fiction Use <i>While, When</i> as openers Use repetition for description Use a range of determiners Recognise and use Statement/ Question/ Exclamation Suffixes that can be added to verbs – ‘ing’ ‘ed’ ‘er’	YEAR 2 Understand 5 parts to a story with more complex vocabulary Understand present and past tense and use consistently Vary sentence openers. Use adverbs for information (e.g. slowly, carefully) Use a range of determiners Use commas to separate items in a list Use apostrophes to write contracted form	
Spring 2	Island Home Science: Treasure Island		
	Stories in familiar settings	Instruction/ Explanation	The Sound Collector
	YEAR 1 Understand 5 parts to a story – opening, build-up, problem, resolution, ending Bullet points for instructions Use ‘who’ to add relative clause Use similes using as...as Use imperative verbs and ordinals Use clear, precise language to give instructions	YEAR 2 Plan and write 5-part stories – including an ending section showing how the character feels in the final situation Use of lists – what is needed, steps to be taken Bullet points Use imperatives. Use who or which to drop in a relative clause Use expanded noun phrases Create similes using ‘like’ Use suffixes ‘er’ and ‘est’ for comparison	
Summer 1	Why do we love to be beside the seaside? Science: Holiday – Let’s go to the seaside		
	Humorous stories	Information	Poems on a theme: The Sea

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	YEAR 1 Use text map to plan Use factual sentences around a theme Recognise singular and plural Use prepositions: inside outside towards across under Use speech bubbles How the suffix 'un' changes the meaning of verbs and adjectives	YEAR 2 Group related ideas into sections Use the continuous /progressive form of verbs in present and past tense to mark actions in progress Use prepositions: behind, above, along, before, between, after Use generalisers for information – most, some, many Use long sentences to add description or information, use short sentences for emphasis Use speech marks for direct speech Use suffixes such as 'ful' 'less' Use apostrophes for singular possession	
Summer 2	Where would you prefer to live? England or Africa? Science: Safari		
	Tales from other cultures	Explanation	Rhythmic poetry
	YEAR 1 Plan stories Use suddenly, unfortunately, finally to structure parts of the story 'ly' sentence starters (as above) Use when, so that, because to create complex sentences for explanation Use adjectives to describe characters and settings	YEAR 2 Plan stories independently Sequence facts effectively in non-fiction Use 'ly' adverbs and time conjunctions as sentence starters Use a comma after an 'ly' opener Use a list of 3 for description Change from indirect to direct speech Form adjectives	