

**Spring 2019 Once Upon A Time
Gemma Davis Slytherin English Medium Term Plan**

Teaching focus	Activities	EYFS Coverage	Year One Coverage
Beauty and the Beast (linked to Panto visit)	<ul style="list-style-type: none"> • Recalling story • Writing a sentence • Writing a recount • Describe the Beast • Write a letter from Belle 	<p>Writing Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words.</p>	<p>Writing write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher</p>
Goldilocks and the Three Bears	<ul style="list-style-type: none"> • Sorry letter from Goldilocks • Acting out story • Hot Seating Activity • Porridge recipe • Bear facts • Writing story & sequencing 	<p>Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.</p>	
Little Red Riding Hood	<ul style="list-style-type: none"> • Wanted poster • Healthy picnic • Describe characters • Wolf facts • Writing & acting out story 	<p>Attempts to write short sentences in meaningful contexts. <i>Early Learning Goal</i> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Vocabulary, Grammar and Punctuation leaving spaces between words joining words and joining clauses using ‘and’ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p>
The Gingerbread Man	<ul style="list-style-type: none"> • Ingredients • Gingerbread man recipe • Acting out story • Writing story 	<p>Reading Continues a rhyming string. Hears and says the initial sound in words.</p>	<p>Spelling words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] write from memory simple sentences dictated by the teacher that include words using the GPCs and</p>
The Three Pigs	<ul style="list-style-type: none"> • Acting out story • Writing/sequencing story • Speech bubbles • Pig facts • Sentence building 	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet.</p>	
Jack and the Beanstalk	<ul style="list-style-type: none"> • Instructions on how to grow a bean • Sequencing story • Describe a giant 	<p>Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p>	
The Three Billy Goats Gruff	<ul style="list-style-type: none"> • Act out • Story map • Writing/sequencing story • Describe your troll. 	<p><i>Early Learning Goal</i> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p>	

Cinderella	<ul style="list-style-type: none"> Dear diary My wish Menu for the ball Writing/sequencing story 	<p>They demonstrate understanding when talking with others about what they have read.</p> <p><u>Communication and Language</u> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <i>Early Learning Goal</i> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <i>Early Learning Goal</i> Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><u>Physical Development</u> Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <i>Early Learning Goal</i> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><u>Being Imaginative</u></p>	<p>common exception words taught so far</p> <p>Handwriting Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</p> <p>Reading - comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being</p>
Hansel and Gretel	<ul style="list-style-type: none"> describe house of sweets write list of sweets sentences about characters Writing/sequencing story 		
Snow White	<ul style="list-style-type: none"> Writing two dickey birds What makes a good friend? Stranger danger poster Thank you letter Describe a new dwarf Writing/sequencing story 		
The Elves and the Shoemaker	<ul style="list-style-type: none"> dear diary favourite part letter to elves Where walk to? Elves? Where come from/live? 		
Puss in Boots	<ul style="list-style-type: none"> what is happening in story Writing/sequencing story Facts about France. 		
Sleeping Beauty	<ul style="list-style-type: none"> What would it be like waking after 100 years? Writing/sequencing story Write letter asking to take spell off. News report: describe what happens at the ball. 		
Phonics	<ul style="list-style-type: none"> Phonic sounds and digraphs. Letters and sounds phase 2 and 3. 100 high frequency words 		

<p>Handwriting</p>	<ul style="list-style-type: none"> • Letters of the alphabet. • Mark making on a bear, wolf, gingerbread man, pig, beanstalk, giant, pumpkin 	<p>Create simple representations of events, people and objects. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. <i>Early Learning Goal</i> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them</p>
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