



Spring 2022 'Bright Lights Big City'
Ms Davis Slytherin English Medium-Term Plan

Reception Early Learning Goals	Year One English Objectives
<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others</p>	<p>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'. 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. 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 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 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>

Teaching focus	Learning Intentions
The Royal Family	Display a range of information books about the Queen and the Royal Family for children to read and share independently. Who is Who? Facts about the people. Who is the Queen? If I were a King or Queen for the Day.
Information about London	Display images and information books about London landmarks to inspire children's independent writing on the theme. Producing an information leaflet about London. Facts about landmarks. London then and Now.

Tourist Information Role Play Area	Create a tourist information desk, with office equipment and a PC. Display the Visit London website for independent navigation work. Add leaflets, writing materials, clipboards and a telephone to encourage role play
Marley The Meerkat	Display the Marley the Meerkat puppet template for independent storytelling and role play. Innovate the story.
Making Bread	Provide bread dough, currants, rolling pins, flour, a mixing bowl and aprons for bakery role play. Writing a recipe for making bread.
Map work	Use the London grid map and Directions word mat to move vehicles or counters to and from various locations. Give directions to others and listen carefully when given directions. What vehicles are in London?
The Great Fire of London	Write a recount about the Great Fire of London Write our own diaries about the Great Fire of London. Write thank you letters to the Fire Service. Sequencing. Questions to ask? What happened after the fire? What have we learnt? Samuel Pepys.
Samuel Pepys	Write a diary entry as Samuel Pepys. Coronation of Charles II. The plague. The Great Fire of London. Who was Samuel Pepys?
Our Royal Tea Party	What do we need for a Royal tea party? Write a royal invitation. Banquet menu. How to make a cucumber sandwich. How to make heart shortbread biscuits.
Paddington Bear	Write a letter home in the role of Paddington Bear. What should he take in his suitcase?

<u>Key Vocabulary</u>	
country	A large area of land that has its own government.
capital city	A city that is home to the government and ruler of a country.
city	A large town, often with a cathedral.
village	A small group of houses and buildings that is usually in the countryside.
countryside	An area of land with fields, villages and farms.
rural	Used to describe an area that is located in the countryside.
urban	Used to describe an area of land or human settlement where lots of people live and work.
landmark	An important building or place.
queen	A female ruler of a kingdom.

Fiction Books:

The Queen's Hat The Queen's Knickers The New Royal Baby Mr. Men in London Topsy and Tim Visit London
Paddington at the Palace Katie in London A Walk in London We Completely Must Go to London (Charlie and Lola)
Pussy cat, pussy cat, where have you Been? I've been to London to visit the Queen London (Capital Cities of the United Kingdom)
The Queen's Handbag This is London Paddington at the Palace A Walk in London Dick Whittington Katie in London
The Queens Knickers

Non-Fiction Books:

London Children's Map (Guy Fox) My First Book of London Big Picture Book of London (Usborne) Look Inside London (Usborne)
In the City: A shine-a-light book The Great Fire of London (Usborne Young Reading) The Great Fire of London (Beginning History) QEII We
Love You: A child's-eye celebration of Queen Elizabeth II Weather and the Seasons A Stroll Through the Seasons