



**Summer 2022 'Enchanted Woodland'**  
**Mrs Ford 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.</p> <p>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	
	<i>Rec</i>	Yr1
<p>Our Trip to the Woods (The Write Stuff-Jane)</p>	<ul style="list-style-type: none"> <li>• Look at power point of 'woodland walk' look at what you find in woodlands.</li> <li>• Read woodland word cards.</li> <li>• Write own woodland words to match pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and read together a range of books and posters about British woodland, then make a joint list of useful words. Write the words on individual cards and display on the branches of a 'word tree' for use in their own writing and play.</li> </ul>

Considine)		
Woodland Walk Trees	<ul style="list-style-type: none"> <li>• Make friends with a tree! Working in pairs, choose a tree to befriend. Circle it with their arms, smell it, touch its bark and take a close look at its branches and leaves. Take rubbings of its bark, collect a few of its leaves and take a photograph of their tree with a digital camera to help with identification.</li> <li>• Sit in a quiet wooded area and observe bird life. Talk about what they see the birds doing in the trees.</li> <li>• Look at the power point about trees some trees are deciduous and some are evergreen.</li> <li>• Label a tree.</li> <li>• Put the pictures of what we did on our woodland walk into sequence.</li> <li>• Write words or captions to match the photographs of our woodland walk.</li> <li>• Write a sentence about what they liked best about the woodland walk.</li> </ul>	<ul style="list-style-type: none"> <li>• Make friends with a tree! Working in pairs, choose a tree to befriend. Circle it with their arms, smell it, touch its bark and take a close look at its branches and leaves. Take rubbings of its bark, collect a few of its leaves and take a photograph of their tree with a digital camera to help with identification.</li> <li>• Sit in a quiet wooded area and observe bird life. Talk about what they see the birds doing in the trees.</li> <li>• Learn that some trees are deciduous and some are evergreen. Look at pictures of both types of tree and read their names. Take a walk around the local environment to look at people's gardens and describe the trees they can see – deciduous or evergreen?</li> <li>• Talk about their woodland experience, using the photographs taken to remember and recall what they saw and did, and how it felt to be in the woodland. Work in small groups, retelling the day by setting out the photographs in sequence.</li> <li>• Use their sequenced woodland visit pictures to write a simple sentence describing each one. Start each sentence with a simple time connective. Refer to their word tree for help when describing the woodland.</li> <li>• Finish their recounts, reading them aloud to check their sentences make sense. Make any changes they think necessary and share their work with others including parents and carers.</li> </ul>
Woodland Animals	<ul style="list-style-type: none"> <li>• Think about questions you would like to ask a woodland creature.</li> <li>• Look at a power point about woodland animals.</li> <li>• Look at non-fiction books about woodland animals.</li> <li>• Write a sentence about their favourite woodland animal.</li> <li>• Label a woodland animal.</li> <li>• One Mole Digging a Hole, The mole who needed glasses, The Cross Rabbit, Mouse poems and Hedgehogs balloon.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite a woodland animal (or puppet!) into school and ask questions about their life in the woods. Compose questions with a partner beforehand, thinking carefully about what they want to ask.</li> <li>• Use information books and the web to find out more about their visitor and other woodland animals. Talk about what they have learned and record their ideas on sticky notes and whiteboards to share with others</li> <li>• Using drawings and writing, make a mini book about their favourite woodland animal. Use words collected during shared time to make it interesting and fun.</li> <li>• Complete the letter to their woodland visitor telling them what they have learned about woodland animals since their visit. Put their letters into envelopes, decide on the right address to use and walk to the post office to post them.</li> <li>• Read or listen to their woodland visitor's response as he explains how impressed he was with all that they learned about woodland animals. Discuss and respond to any questions their visitor asks in his letter.</li> <li>• Write a 'Who am I?' riddle.</li> </ul>
Flowers and Plants	<ul style="list-style-type: none"> <li>• Talk about the different pictures of flowers and plants and read the name.</li> <li>• Sequence 'how to make a woodland crown'. Write captions.</li> <li>• Label parts of a woodland flower.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at picture cards of British woodland flowers and flowering plants such as bluebell, gorse, bramble, wild strawberry, foxgloves, wild garlic, wood sorrell, and buttercups. Read their names and describe and talk about their features, including leaf shapes, petal forms, colours and other features such as thorns, prickles, fruit and scent. Play a game of 'Guess my name', describing to others what they see and giving answers.</li> <li>• Read a set of simple instructions on how to make a woodland crown. Read sentences aloud and carry out instructions to complete one together. Highlight the 'bossy' verbs in</li> </ul>

		<p>the instructions which told them what to do! Make a list of any other bossy words that they could use to tell others what or how to do something!</p> <ul style="list-style-type: none"> <li>• Share how they made their own individual woodland crowns. If photographs were taken of the making process, use these to help sequence what they did, and think about how they would instruct someone else to make one. Begin to write a simple set of instructions for 'How to make a Woodland Crown'.</li> <li>• Complete their woodland crown instructions, numbering them and adding helpful drawings and diagrams. Check with a partner to make sure they make sense and that all their sentences have a full stop and capital letter.</li> <li>• Complete their instructions by adding a list of all the resources and materials they used. Write their list using bullet points or commas.</li> </ul>
Hansel and Gretel	<ul style="list-style-type: none"> <li>• Retell the story of Hansel and Gretel using the story actions.</li> <li>• Order the pictures of the story.</li> <li>• Write captions to match the pictures of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the traditional tale 'Hansel and Gretel' and talk about what happens. Retell the story together, perhaps ordering pictures to sequence the events. Think and share a sentence for each picture card. Read the story independently or with a partner or other adult.</li> <li>• Read a simplified and error-filled version of the story! Spot the mistakes and talk about them, rewriting the sentences correctly</li> <li>• Look at and talk about a range of slides or images of mysterious woodland pathways. Choose a favourite picture and imagine they have found the pathway and are about to follow it into the woods. Imagine they meet an animal or a magical creature or find a rare flower or plant. Begin to write a story about their woodland adventure.</li> </ul>
Woodland Party	<ul style="list-style-type: none"> <li>• Write a party invitation.</li> <li>• Make a list of things that we may need.</li> <li>• Write what they liked about the party.</li> <li>• Order pictures of planting a sapling.</li> <li>• Write captions to match the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• We'd better let Mr Fox know how many guests to expect... Let's write a short letter accepting his invitation!</li> <li>• What do we need to make or prepare? Let's make a list.</li> <li>• Watch a slide show to view photographs of the woodland party with Mr Fox. Write simple sentences and sentence sequences to record what they did on the day.</li> <li>• Talk about their ideas for developing a small piece of woodland within the school grounds. Visit a local garden centre to buy a range of seeds and saplings. Talk to the experts there about their choices and ask questions about how to plant and look after their purchases.</li> <li>• Use Google maps and satellite images of the school grounds to show where they would like to plant their saplings. Label their maps and plans to show the various features. Think about where they would place tree trunks, wooden stumps and dens.</li> <li>• Work with adults, parents and carers following verbal instructions to plant their saplings. Take turns in talking with others, listening to instructions and reflecting upon what they have done.</li> <li>• Watch an adult making a woodland campfire. Listen carefully to the instructions, following the rules and safety procedures of fire lighting. Cook a woodland pizza or melt marshmallows on the fire. Maybe listen to a story or join in with a woodland song while they work! Afterwards, write one or more sentences to form a short narrative about the campfire experience.</li> </ul>

Woodland Fairies	<ul style="list-style-type: none"> <li>• Make a sign to label your fairy garden.</li> <li>• Writing letter sound in fairy dust.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a fairy spell</li> <li>• Write a letter to the fairies</li> <li>• Write instructions on how to make a fairy garden.</li> <li>• Make a poster to warn people about the presence of fairies.</li> <li>• Write a story about a fairy.</li> </ul>
Woodland Insects	<ul style="list-style-type: none"> <li>• Label the fly</li> <li>• Insect words</li> <li>• Butterfly lifecycle</li> <li>• Bug hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the story of How Sparky got his wings.</li> <li>• Firework safety poster.</li> <li>• Spider facts.</li> <li>• Insect lifecycle</li> </ul>
Birds	<ul style="list-style-type: none"> <li>• Naming birds</li> <li>• Label a bird.</li> </ul>	<ul style="list-style-type: none"> <li>• Bird speech bubble</li> <li>• Write instructions on how to make a bird feeder.</li> <li>• Write bird non-fiction fact book.</li> </ul>
Owls	<ul style="list-style-type: none"> <li>• Owl characteristics</li> <li>• Acting out owl baby</li> <li>• Find the capital letters in the story.</li> <li>• Look at the punctuation in the story.</li> <li>• Nocturnal</li> <li>• Discuss how the characters are feeling.</li> <li>• Discuss what they can do if they feel scared/worried.</li> </ul>	<ul style="list-style-type: none"> <li>• Write an owl non-fiction fact book</li> <li>• Describe the personalities of the owl babies.</li> <li>• Describe the wood where the owl babies live.</li> <li>• Before reading to the end, ask children to predict where the owls' mum has gone to. Why did she leave them? Could you rewrite the story from her point of view?</li> <li>• Write a similar story which includes different creatures.</li> <li>• Act out the story and discuss the feelings of the babies and their mum at different points in the story?</li> <li>• Write a note from the owls' mum telling them not to worry while she has gone.</li> <li>• Watch the animated version of the story.</li> <li>• Compare The Legend of the Guardian Story to Owl Babies.</li> </ul>
Robin Hood	<ul style="list-style-type: none"> <li>• Listen to the story of Robin Hood.</li> <li>• Describe the characters in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the clip write your own story.</li> <li>• Robin Hood wanted poster</li> <li>• Character report.</li> <li>• Morals of the story-greed and wealth.</li> </ul>
The Gruffalo	<ul style="list-style-type: none"> <li>• Rhyming words</li> <li>• Discuss other animals that might be scary.</li> <li>• Learn facts about the different animals in the story.</li> <li>• Draw a Gruffalo using the description in the text.</li> <li>• Act out the story of the Gruffalo</li> <li>• Gruffalo missing words</li> </ul>	<ul style="list-style-type: none"> <li>• Write character speech bubbles to the story.</li> <li>• Write a description/report of a scary creature.</li> <li>• A warning poster for a Gruffalo.</li> <li>• Draw a Gruffalo by using the description in the text.</li> <li>• Gruffalo poem</li> <li>• Postcard from the Gruffalo</li> <li>• Gruffalo adjectives</li> </ul>
Stick Man	<ul style="list-style-type: none"> <li>• Exploring rhyming words.</li> <li>• Make the beginning letter of your name from sticks.</li> <li>• Act out the story of stick man.</li> <li>• Where does your story take place? Where does your Stick Man live? What is your Stick Man like? Can you describe him? How did this happen? What happened in</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of the different ways sticks can be used.</li> <li>• Write a list of instructions on how to play pooh sticks.</li> <li>• Write a part of the story thinking how someone might use the stick man differently.</li> <li>• A diary entry from the stick man.</li> <li>• Write a postcard from the stickman.</li> </ul>

	the end? What do you think Stick Man will do next?	
Little Red Riding Hood (The Write Stuff-Jane Considine)	<ul style="list-style-type: none"> <li>• Wanted poster</li> <li>• Healthy picnic</li> <li>• Describe characters</li> <li>• Wolf facts</li> <li>• Writing &amp; acting out story</li> </ul>	<ul style="list-style-type: none"> <li>• Acting out story and writing story</li> <li>• Designing and writing information on a wanted poster</li> <li>• List of foods to put into a healthy picnic basket</li> <li>• Finding out about and writing wolf facts</li> </ul>
Where the Wild Things Are (The Write Stuff-Jane Considine)	<ul style="list-style-type: none"> <li>• Describe the characters</li> <li>• Write captions for the pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Create a character profile</li> <li>• Look at the cover and write a story about what might happen.</li> <li>• Write a story about the kinds of 'mischief' that Max makes.</li> <li>• Look at the use of connectives and punctuation within the story.</li> <li>• The author uses 'terrible' repeatedly to describe the wild things. Why did he use the same word so many times? Can you think of synonyms for 'terrible'?</li> <li>• Write captions for each of the illustrations in the book.</li> <li>• If you were the king of the wild things, how would you feel? Can you write a diary from the point of view of the 'King of the Wild Things'?</li> <li>• Write a sequel where Max returns to see the wild things. What might happen?</li> </ul>

Books:

Hansel and Gretel, Freddie and the Fairy: Julia Donaldson, The Dawn Chorus: Suzanne Barton, Stick Man: Julia Donaldson, The Gruffalo: Julia Donaldson, Welcome to the Woodland (Living Things and their Habitats) Ruth Owen, Deep in the Woods: Christopher Corr, Woodland (Fact Cat: Habitats): Izzi Howel, British Wild Flowers: A Photographic Guide (Nature Detective): Victoria Brooker, Little Red Riding Hood: Anna Milbourne, What's Hidden in the Woods? (Thames and Hudson): Aina Bestard, Grimm's Fairy Tales (Usborne): Ruth Brocklehurst and Gill Doherty, Tidy: Emily Gravett, The Little Book of Woodland Bird Songs: Caz Buckingham and Andrea Pinnington.

Key Vocabulary: Amphibian, bark, bird, mammal, invertebrate, leaf, reptile, predator, prey, carnivore, omnivore, herbivore.