**Medium term plan for English – Spring Y1/2**

This contains all the English units in the Hamilton blocks. Decide what you want in your plan and delete the unneeded rows.

| **Fiction: Myths and Legends: Chinese New Year** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Unit** | **Recommended no. of days. Adjust as wanted.** | **Focus** | **Genre and texts** | **Summary of content** | **Resources needed** |
|  | 1 | 5 | Core | Myths and Legends | Listen to and enjoy the Hamilton oral story **The River Race**. Make predictions. Compare oral and written versions of the same story. Using story pegs to help, retell the story of **The Great Race**. Read and enjoy **The Runaway Wok**, use this as a basis for creating an adapted version of this traditional tale. | *The Great Race* by Emily Hiles   *The Runaway Wok* by Ying Chang Compestine.  *River Race* Hamilton oral story  *The Race across the River* Hamilton Group Reader |
|  | 2 | 3 | SPaG | Myths and Legends | Re-read **The Race Across the River**. Use the PowerPoint to teach about co-ordinating and subordinating conjunctions, practise using these to join sentences. Write a letter from Cat to the Jade Emperor, using what the have learnt about conjunctions in their writing. | *The Great Race* by Emily Hiles   *The Race across the River* Hamilton Group Reader   **PowerPoint**: Conjunctions |
|  | 3 | 2 | SPaG | Myths and Legends | Re-listen to the Hamilton oral story **River Race**, write sentences about the story using apostrophes for contractions. Write a short dialogue between the Jade Emperor and one of the animals using apostrophes correctly for contractions. | *River Race* Hamilton oral story |
|  | 4 | 5 | Composition | Myths and Legends | Remind the children of the story of the race across the river. Create a story map together. Plan and write a story based on the traditional tale, choosing a new animal to join the race. Listen to **Dragon/Dinosaur** and create a story map for this oral story. Compare the two oral stories studied in this block and express an opinion about their favourite one. | *River Race* Hamilton oral story  *The Race across the River* Hamilton Group Reader  *Dinosaur/Dragon* Hamilton oral story |

| **Fiction: Humorous Stories: Stories about Pets** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Unit** | **Recommended no. of days. Adjust as wanted.** | **Focus** | **Genre and texts** | **Summary of content** | **Resources needed** |
|  | 1 | 5 | Comprehension | Humorous Stories | Children read, enjoy and compare two pet and animal story books by David Walliams and Tony Ross. With **There is a Snake**, children make predictions about the story’s conclusion and answer comprehension questions about the text. Responding to **The Creature Choir**, children write profiles of animal characters in the book then use the events and themes of both titles to write short stories about wild animals visiting a school. | *There’s a Snake in my School!* by David Walliams and Tony Ross *The Creature Choir*by David Walliams and Tony Ross |
|  | 2 | 3 | SPaG | Humorous Stories | Children revisit **There’s a Snake in my School!** In conjunction with the Hamilton **PowerPoint,** children use the text to explore the difference between the present and past tenses and to learn how verbs are spelt in the past tense (both simple and progressive forms). Y1s concentrate on adding the suffixes -ed and -ing to verbs whose root spelling does not change when converted to the past tense while Y2s learn rules for modifying spellings when adding -ed and -ing to verbs. | *There’s a Snake in my School!* by David Walliams and Tony Ross  **PowerPoint**: Past tense and progressive past tense |
|  | 3 | 2 | SPaG | Humorous Stories | Children revisit **The Creature Choir** once again and use extracts from the text to explore using conjunctions for co-ordination and subordination. Y1 practice using *and* and *because* to link clauses while Y2 rehearse using a wider range of co-ordinating and subordinating conjunctions, noting the effect on the sentences they write. | *The Creature Choir* by David Walliams and Tony Ross |
|  | 4 | 5 | Composition | Humorous Stories | Children read **I Want a Pet** by Lauren Child and discuss the pets they would love to have. They plan, draft and write best copies of a story continuation for **I Want a Pet**, describing what animal the little girl in the story gets as a pet and the chaos it subsequently causes in her house. Children finish the Unit by comparing **I Want a Pet** with the similarly-themed **The Pet Person** by Jeanne Willis and Tony Ross. | *I Want a Pet*by Lauren Child Recommended Text: *The Pet Person* by Jeanne Willis and Tony Ross |

| **Non-fiction: Information Texts: Minibeasts** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Unit** | **Recommended no. of days. Adjust as wanted.** | **Focus** | **Genre and texts** | **Summary of content** | **Resources needed** |
|  | 1 | 5 | Comprehension | Information Texts | Children discuss the minibeasts they know and are interested in then learn about the key features of non-fiction texts. They explore which of these features can be found in the **National Trust** **Out and About Minibeast Explorer** by Robyn Swift and Hannah Alice, answering comprehension questions about the book and then using its language and layout features as models for their own non-fiction writing about favourite minibeasts. | *The National Trust Out and About Minibeast Explorer*by Robyn Swift and Hannah Alice  **Plus** any additional non-fiction and fiction texts about minibeasts. |
|  | 2 | 3 | SPaG | Information Texts | Children listen to and read short texts about minibeasts then use the **Hamilton PowerPoint: Minibeast Noun Phrases** to develop their descriptive writing skills. Remembering to space words neatly and to punctuate their sentences, children use both adjectives and prepositions to build descriptive sentences, with Y2s also using qualifying adverbs in their writing. | Texts included in resources  **PowerPoint:** Noun Phrases |
|  | 3 | 2 | SPaG | Information Texts | Children listen to and watch short video clips about minibeast hunts. Drawing on what they have seen, they make lists of equipment to take on a night-time minibeast expedition. Y1s use bullet points to organise their ideas and Y2s use commas to separate items in list sentences. Following this, children write punctuated statement sentences about minibeasts, with Y2s learning to use apostrophes to indicate possession. | Texts included in resources |
|  | 4 | 5 | Composition | Information Texts | Children compare the Hamilton Group Reader **Bugs** by Ruth Merttens and Jackie Abey with the **National Trust** **Out and About Minibeast Explorer**, drawing on both to explore how minibeasts camouflage and hide themselves to avoid predators. Children use their reading to plan, write and edit their own information books about hidden minibeasts, ensuring that their books exhibit the key features of non-fiction texts they have studied in the Block. | Texts included in resources |

| **Non-fiction: Recounts: Children Around the World** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Unit** | **Recommended no. of days. Adjust as wanted.** | **Focus** | **Genre and texts** | **Summary of content** | **Resources needed** |
|  | 1 | 5 | Comprehension | Recounts | Introduce the text **This Is How We Do It**, create a short entry about themselves in a similar style to those in the book. Identify the differences between fiction and non-fiction texts. Learn about diary writing and create a diary entry for one of the children. Answer comprehension questions about text extracts. | *This Is How We Do It*by Matt Lamothe |
|  | 2 | 3 | SPaG | Recounts | Read and enjoy **The Animals’ Outing**. Using the PowerPoint learn about the past and present tense and practise changing sentences from one tense to the other. Discuss the progressive form and use in sentences. Write a recount of the animals’ outing, using the progressive form in their writing (Y2). | *The Animals’ Outing*Hamilton Group Reader  **PowerPoint**:Past, Present and Progressive Form |
|  | 3 | 2 | SPaG | Recounts | Revisit **This Is How We Do It** and use to revise the correct use of capital letters.Practise using capital letters for names of people and places. | *This Is How We Do It*by Matt Lamothe |
|  | 4 | 5 | Composition | Recounts | Read and enjoy **On the Way Home**. Discuss the recounts that Claire gave and decide which one they like best. Agree a recount must answer certain questions and brainstorm ideas for a recount. Plan a recount, discussing the structure and use of time connectives. Write and illustrate their own recounts and share with an audience. | *On the Way Home*by Jill Murphy |

| **Poetry: Poetic Forms: List Poems** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Unit** | **Recommended no. of days. Adjust as wanted.** | **Focus** | **Genre and texts** | **Summary of content** | **Resources needed** |
|  | 1 | 5 | Comprehension | List Poems | Children listen to, discuss and answer questions about a wide variety of humorous and evocative list poems by writers such as Roger McGough, Kenn Nesbitt and Michaela Morgan. They establish what is meant by a list and note the key features of list poetry (including vertical layout, rhythm and rhyming) in all those they encounter. | *Poems supplied in resources* ‘Boats’ by Marc Matthews; ‘The Sound Collector’ by Roger McGough; ‘Ears Hear’ by Lucia and James Humes; ‘Benediction’ by James Berry; ‘Predictable’ by Andrea Shavick; ‘A Big Surprise’ by Michaela Morgan; ‘My Puppy Ate My Earbuds’ by Kenn Nesbitt; ‘Question Time’ by Michaela Morgan; ‘What Is It?’ by David Harmer |
|  | 2 | 3 | SPaG | List Poems | Children read the Hamilton Group Reader **Cat’s List Poem** by Ruth Merttens and Jackie Abey. They use the poem in conjunction with the PowerPoint presentation **Cat’s Descriptive Writing** to learn how to use adjectives and qualifying adverbs to enhance written descriptions. Y2s learn how to use commas to separate items in list sentences. | *Cat’s List Poem*Hamilton Group Reader  **PowerPoint**: Descriptive phrases |
|  | 3 | 2 | SPaG | List Poems | Children read and enjoy the spooky list poem **Up in the Attic** by Wes Magee. They compose additional lines for the poem, cementing their understanding of how to write lists as they do so. Y1s learn to use the conjunction *and* to link items in sentences while Y2s cement their understanding of how to punctuate list sentences with commas. | *Poems supplied in resources*  ‘Up in the Attic’ by Wes Magee |
|  | 4 | 5 | Composition | List Poems | Children read, discuss and compare the magical list poems **Ten Things in a Wizard’s Pocket** by Ian McMillan and **What’s in Your Bag?** by Michael Rosen. Children then plan and write their own poems listing the marvellous contents of either their lunchbox, pencil case or backpack. Children produce presentation copies of their finished poems using their best handwriting then read their verses aloud to the class. | *Poems supplied in resources*  ‘Ten Things Found in a Wizard’s Pocket’ by Ian McMillan  ‘What’s in Your Bag?’ by Michael Rosen |

| **Poetry: Poems on a Theme: Naughty Animals** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Unit** | **Recommended no. of days. Adjust as wanted.** | **Focus** | **Genre and texts** | **Summary of content** | **Resources needed** |
|  | 1 | 5 | Core | Poetry | Read, enjoy and discuss a selection of poems about animals. Give opinions about the poems, identifying features such as structure, layout and rhyme. Answer comprehension questions. Learn and perform a poem and write an additional verse in the same style. Read and write a shape poem about an animal. | *Poems supplied in resources*‘Greedy Dog’ by James Hurley; ‘Monkey Tricks’ by John Rice; ‘Everybody Rap’ by SuAndi; ‘The Day the Zoo Escaped’ by Michaela Morgan and Sue Palmer; ‘Cuddle like a Koala’ by John Butler; ‘Leap like a Leopard’ by John Foster; ‘Dolphin Dance’ by Judith Nicholls; ‘Undersea Tea’ by Tony Mitton; ‘Here a Bear, There a Bear’ by John Foster; ‘Cats’ by Eleanor Farjeon. |
|  | 2 | 3 | SPaG | Poetry | Identify adjectives in a poem and learn about noun phrases using the Hamilton PowerPoint. Identify adjectives in a passage and use them to describe a monkey. Identify adjectives in a different poem and learn about adverbs (Y2). Use what they have learnt to write a vivid description of a monkey. | *Poems supplied in resources*‘The Monkey’by Debjani Chatterjee ‘Monkey Tricks’by John Rice  **PowerPoint:** Noun Phrases |
|  | 3 | 2 | SPaG | Poetry | Read and enjoy **Cats Can**. Discuss lists and make a vertical list of what cats can do. Tur vertical lists into sentences punctuated with commas (Y2). Write a ‘Dogs Can’ list poem in the same style as Coral Rumble’s poem. Read and enjoy **Animal Upsets** and write correctly punctuated sentences about naughty children. | *Poems supplied in resources*  ‘Cats Can’by Coral Rumble  *Animals Upsets*Hamilton Group Reader |
|  | 4 | 5 | Composition | Poetry | Re-read **Animal Upsets** and discuss some cheeky things that animals get up to. Read and discuss **I Did Not Eat the Goldfish**, what do they think of cat’s excuses? Do they believe him or not? Use this poem as a model for planning, drafting and writing an excuse poem for a different animal. | *Poems supplied in resources*  ‘I did not eat the Goldfish’by Roger Stevens  *Animal Upsets*Hamilton Group Reader |