

Year 1 English Poetry Long Term Plan

	<u>Autumn 2</u>																		
Poetry Unit/ Poetry features and skills	<p><u>Descriptive poem:</u> <u>There are no such things as Monsters by Roger Stevens.</u></p> <ul style="list-style-type: none"> • Create imaginative ideas • List words and phrases • Use simple language patterns e.g. repetition and rhyme 																		
Unit Outcome	<p><u>Outcome:</u> Poetry- describing new monsters</p> <p><u>Writing outcome:</u> To create and describe new monsters to add to the model poem</p> <p><u>Greater depth writing outcome:</u> To create and describe new monsters to write own version of the poem (including elements of rhyme)</p>																		
Spoken Language	<ul style="list-style-type: none"> • Listen and respond • Speak audibly and fluently • Maintain attention and participate actively in collaborative conversations 																		
Reading objectives covered within the unit	<ul style="list-style-type: none"> • Link what is read or heard to own experiences • Learn to appreciate rhymes and poems • Participate in discussion about what has been read to them 																		
Writing objectives covered within the unit	<ul style="list-style-type: none"> • Say out loud what is going to be written about • Compose a sentence orally before writing it • Read aloud their writing clearly enough to be heard by their peers and the teacher 																		
Vocabulary	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">NC Common Exception Words – Year 1</th> <th style="text-align: center;">Vocabulary Development</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">the</td> <td style="text-align: center;">crumbs</td> </tr> <tr> <td style="text-align: center;">there</td> <td style="text-align: center;">fluff</td> </tr> <tr> <td style="text-align: center;">no</td> <td style="text-align: center;">underneath</td> </tr> <tr> <td style="text-align: center;">you</td> <td style="text-align: center;">u-bend</td> </tr> <tr> <td style="text-align: center;">come</td> <td style="text-align: center;">beneath</td> </tr> <tr> <td style="text-align: center;">your</td> <td style="text-align: center;">fridge</td> </tr> <tr> <td style="text-align: center;">one</td> <td style="text-align: center;">wardrobe</td> </tr> <tr> <td></td> <td style="text-align: center;">vacuum cleaner</td> </tr> </tbody> </table>	NC Common Exception Words – Year 1	Vocabulary Development	the	crumbs	there	fluff	no	underneath	you	u-bend	come	beneath	your	fridge	one	wardrobe		vacuum cleaner
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	Spring 1																								
Poetry Unit/ Poetry features and skills	Senses Poem: Fruit Salad <ul style="list-style-type: none"> • Play with words e.g. <i>onomatopoeia, rhyme</i> • Describe using the senses • Create imaginative ideas 																								
Unit Outcome	<p>Outcome: Poetry- Senses poem</p> <p>Writing outcome: Write a poem about fruit using senses vocabulary in a shape and join with others to make a 'fruit salad' poetry sequence.</p> <p>Greater depth writing outcome: Write a shape poem or two as above with own choice of fruit and combine with a partner's poems to make their own 'fruit salad'.</p>																								
Spoken Language	<ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Articulate and justify answers • Use spoken language: Imagining and exploring ideas • Build vocabulary • Speak audibly and fluently 																								
Reading objectives covered within the unit	<ul style="list-style-type: none"> • Listen to and discuss a wide range (of poems) at a level beyond that which can be read independently • List what is read or heard to own experiences • Learn to appreciate rhymes and poems • Recite some rhymes and poems by heart • Explain clearly understanding of what is read to them 																								
Writing objectives covered within the unit	<ul style="list-style-type: none"> • Compose a sentence orally before writing it • Re-read what they have written to check it makes sense • Discuss what has been written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and teacher 																								
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	Summer 2																					
Poetry Unit	<p>List poem: At the Zoo by W M Thackeray</p> <ul style="list-style-type: none"> • Play with words e.g. <i>onomatopoeia, rhyme</i> • List words and phrases • Use simple language patterns e.g. repetition and rhyme 																					
Unit Outcome	<p>Outcome: Poetry- list poem</p> <p>Writing outcome: Add their own items to a list poem about a visit to a museum</p> <p>Greater depth writing outcome: Write a list poem of their own about a visit to a museum including elements of rhyme with the option to use own opening and closing lines</p>																					
Spoken Language	<ul style="list-style-type: none"> • Listen and respond • Build vocabulary • Speak audibly and fluently • Select and use appropriate registers for effective communication 																					
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