



Long Term Primary Plan

Year KS2 F1



2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	
Topics/Themes	Hello School You and Me – Feelings and appearance My body Guided reading	You and Me – Feelings and physical appearance Likes and Dislikes My body – Family and Friends My week – daily routines Home and Family Celebrations Christmas Guided reading	Review/Revisit Autumn term 2 Animals Everyday Right Now Out and About Food Guided reading	Review Spring 1 term Jobs Around the world Get active In the Past Guided reading	Review Spring 2 Summer Our Environment Guided reading	Review first half of term and Autumn - Spring What's the Matter? Our Future Guided reading
Learning Objectives	To greet someone To introduce oneself and enquire about ones name To introduce someone To identify and talk about classroom objects To identify colours To count To recognise – days of the week months of year and seasons To identify shapes and math vocabulary To recognise types of weather To identify school subjects	To identify and talk about family members and friends To ask and answer about ones well-being To identify and talk about pets To talk about feelings To talk about physical appearance To identify and talk about toys To identify and talk about items in a house and location To identify and talk about rooms in a house a To identify and talk about clothes To talk about things we do everyday Learn ordinal numbers Ask and answer questions about dates To talk about celebrations	To identify animals To describe wild animals and talk about what they can and can't do To talk about ability To describe animals To identify and talk about transport To talk about possession To identify common occupations To talk about activities happening at the time of speaking Talk about likes and dislikes and justify them To identify and talk about food and related items To talk about activities happening at the time of speaking To talk about household chores	To identify and talk about occupations To talk about helping others To tell the time – o clock half past quarter past and to Talk about past events To ask for information using questions about the past To distinguish between present and past events To Describe location To learn prepositions of time To talk about different times of day and where someone was in the past To talk about sports and sports equipment Prices and schedules	To compare people/animals/sports Talk about safety To talk about rules To tell the time – analogue and digital 12 hour and 24 To talk about our solar system To identify surroundings Differences / similarities urban and rural	Talk about health problems and illnesses To give advice To talk about things that are about to happen To talk about future plans To talk about holiday activities To talk about helping others To talk about recycling



	To talk about countries and nationalities Talk about weekly schedules and timetables	Identify possession	Talk about possession To give directions			
Vocabulary	Greetings Numbers Colours Classroom Objects Shapes Weather Countries – nationalities	Rooms of the house Prepositions of place Furniture – parts of a house Clothes Adverbs of frequency	Food and food containers Ordering in a restaurant Time Housework Parts of a house Items in a house	Time Occupations and Equipment Prepositions of place	Adjectives Comparatives Superlatives Money Travel	Health Safety at home Safety outside
Phonics Letter sounds for recognition (reading) and recall (spelling)	<p>Alphabet names and Sounds</p> <p>Phase 2 Phonemes</p> <p>- s, a, t, p - i, n, m, d - g, o, c, k - ck, e, u, r</p> <p>h, b, f, ff, l, ll, ss</p> <p>Phase 3 Phonemes</p> <p>- ai, ee, long oo, short oo</p> <p>- oa, ar, or, igh - ur, ow, oi, ear</p> <p>- er, air, ure</p>	<p>Phase 3 Phonemes</p> <p>- ai, ee, long oo, short oo</p> <p>- oa, ar, or, igh - ur, ow, oi, ear</p> <p>- er, air, ure</p> <p>Phase 4 Blends and Clusters:</p> <p>.st,nd,mp,nt,nk,ft,sk,lt, cr,br,fr,bl,fl,gl,pl,cl,s,nch, scr,shr,lp,lf,lk,pt,xt, tr,dr,gr,sl,sp,st, tw,sm,pr,sc,sk,thr,str</p>	<p>Phase 4 Blends and Clusters:</p> <p>.st,nd,mp,nt,nk,ft,sk,lt, cr,br,fr,bl,fl,gl,pl,cl,s,nch, scr,shr,lp,lf,lk,pt,xt, tr,dr,gr,sl,sp,st, tw,sm,pr,sc,sk,thr,str</p> <p>Phase 5 Phonemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p>	<p>Phase 4 Blends and Clusters:</p> <p>.st,nd,mp,nt,nk,ft,sk,lt, cr,br,fr,bl,fl,gl,pl,cl,s,nch, scr,shr,lp,lf,lk,pt,xt, tr,dr,gr,sl,sp,st, tw,sm,pr,sc,sk,thr,str</p> <p>Phase 5 Phonemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p>	<p>Phase 5 Phonemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p>	<p>Revisit All phonemes, blends and clusters</p>



<p>Spelling Patterns and topic based vocabulary</p>	<p>Long /ai/ sound spelt with ei, ey and ai /ur/ sound spelt with ear Homophones and near homophones</p>	<p>Creating adverbs using the -ly suffix</p> <p>-no change to root word</p> <p>-root ends in 'y' with more than one syllable</p> <ul style="list-style-type: none"> - Root words ends in le - - root words end in 'ic' or 'al' - Exceptions to the rules - - Statutory Spelling - challenge words 	<p>Short /i/ sound spelt with 'y' Adding suffixes er/ed/ing Creating negative meanings using prefix mis, dis Words with a /k/ sound spely with 'ch'</p>	<p>Homophones and near homophones Adding the prefixes 'bi' and 're' /g/ sound spelt with 'gue' and the /k/ sound spelt 'que' /sh/ spelt with /ch/ Statutory Spelling - challenge words</p>	<p>Words ending - ary</p> <p>Sort /u/ spelt with 'ou'</p> <p>Word families based on common words - how words are related in form and meaning</p>	<p>Words ending in suffix - 'al' zhuh/ sound spelt 'sure'</p> <p>Words ending in a /chuh and cher / sound spelt 'ture'</p> <p>Silent letter</p>
<p>Grammar Structures and</p>	<p>Commands - Understanding Instructions e.g draw, tick</p> <p>Common questions - Identifying an object Getting to know someone e.g what is it?</p> <p>Present Simple of the verb 'to be' 3rd person - Identifying an object</p> <p>Present Simple of the verb 'to be' 1st person - Identifying yourself</p> <p>Nominal groups - a noun with number / colour modifiers</p> <p>Pronouns - it</p>	<p>Present Simple (to be, to have, in the third person singular) - describing personal attributes</p> <ul style="list-style-type: none"> - Identifying objects <p>Present Continuous - describing present actions</p> <p>Past Simple - regular forms talking about past events</p> <p>Personal Pronouns - I, you, he, she, it, we, you, they - identification</p> <p>Possessive adjectives - her, his, their, our, my, your, its</p> <p>Articles - a, an, the</p> <p>Prepositions - describing location and position</p> <p>Question Words - Asking questions about age, number, colour, location and position</p>	<p>Present Simple - Talking about habits, routines, facts (such as where a person lives), the actions of everyday</p> <p>The present simple with the verb 'like' + 'ing' in the third person singular and plural - Describing what people or animals like doing</p> <p>Present Continuous - talking about present actions</p> <p>Past Simple - regular and irregular forms</p> <p>Interrogative forms of the present simple and present continuous - asking and answering questions and making present simple and present continuous negative</p> <p>The Modal verb 'can' - Describing an ability or skill.</p>	<p>Past Simple - regular and irregular forms</p> <p>Past simple - Interrogative and negative Talking about past events</p> <p>Adjectives -</p> <p>Verbs - sets of lexical terms</p> <p>Articles - a, an, the</p> <p>Personal Pronouns I, you, he, she, it, we, they, me, him, them, us-</p> <p>Possessive Adjectives -, his, my, our, their, you</p> <p>Prepositions - behind, on, near, in front of, at, to, with by about for</p> <p>Question Words - what, When, Why, Where, Who, Whose how many - Asking questions about people, animals and objects</p>	<p>Present Continuous with future meaning - Talking about future plans, arrangements and intentions</p> <p>Future of intention 'be going to'-</p> <p>Past continuous - when, while - Talking about past activities which were interrupted</p> <p>Used to - Talking about long past habits and state</p> <p>Modals -should, must - expressing obligation and advice</p> <p>Possessive form - Mine, yours, his, hers, its, ours, theirs - expressing ownership.</p>	<p>Adverbs - never, ago, for, in, before, after</p> <ul style="list-style-type: none"> - Talking about when things happen <p>Conjunctions - connecting words and clauses</p> <p>Relative pronouns - Which, who, that - identifying people and objects</p> <p>Reflexive Pronouns - Myself, himself, herself, etc - identify people and objects</p> <p>Adverbs - Adverbs of degree, e.g. a lot, a little (and associated word order) Simple</p>



	<p>There is there are – for identification</p> <p>Articles – a, an, the</p> <p>Nouns – basic</p> <p>Adjectives – for descriptive purposes</p> <p>Verbs – Base form and 1st person</p>	<p>Nouns singular and plural</p> <p>Adjectives – for descriptive purposes</p> <p>Verbs – base form and 3rd person singular</p>	<p>All personal pronouns as subject or object - I, you, he, she, it, we, they, me, you, him, her, it, us, them - describing and identifying people, animals and objects.</p> <p>Demonstrative pronouns – this, these, that, those. – Asking for and giving information</p> <p>Conjunctions - because, and, or, but, then, next, when – linking sentences and ideas</p> <p>Nouns – singular and plural simple nouns, including some common irregular ones.</p> <p>Adjectives – for descriptive purposes and including expressing opposites</p> <p>Verbs</p> <p>Prepositions – talking about time place and position</p> <p>Time expressions</p>	<p>Nouns - simple nouns, including some common irregular ones. Countable and Uncountable – to talk about amounts and quantities</p> <p>Adjectives for descriptive purposes and including expressing opposites</p> <p>Adjectives – comparatives and superlatives – talking about comparisons between people and things</p> <p>Verbs</p> <p>Adverbs - always, at the moment, every day, every week, never, now, often, sometimes, today, usually, when – Describing how often, how, when and to what extent people do something.</p> <p>Conjunctions - because, and, or, then, next, when, but</p>	<p>Quantifiers - much, many, a lot, a lot of Talking about amounts of things which can and cannot be counted.</p> <p>Quantifiers – some, any - Talking about things which can and cannot be counted, in the positive and negative</p> <p>Prepositions by, with, next to, up, down, on, off, above, below – talking about where things are</p> <p>Adverbs of frequency, e.g. never, sometimes ; Adverbs of manner, e.g. quietly, slowly;</p> <p>Adverbs of time, e.g.. today, now. Describing how often, how, when and to what extent people do something.</p> <p>Intensifiers - e.g. really, quite, so, very – indicating degree</p>	<p>modal adverbs. g. possibly, probably, perhaps - Indicating degree of possibility</p> <p>ever, since, yet (with Present Perfect - Talking about when things began, a short time ago and time up to now</p> <p>The contrast of too/enough – talking about the extent of something</p>
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