

Power of Reading – Long Term Plan English: 2021 to 2022



Power of Reading



Nebula
where stars are born

EYFS				
<p>It is essential that children develop a love a reading. To support this, class teachers may choose to use power of reading (POR) texts. When planning from the children's interests, class teachers may choose a text from the table below to enrich their planning. When appropriate teachers might use POR texts to plan enhanced reading weeks. Teachers may choose other good quality texts to support their planning. Listed below are common themes and complimentary POR recommended texts.</p>				
All about me	Journeys	Fantasy	The World	Animals
The Everywhere Bear/Bears Celebrations Toys Safety - online/road/she Sports/Olympics Healthy Eating Talent Show/Theatre Schools	Planes Trains Vehicles Holidays	Fairy tales nursery rhymes Dinosaurs Robots Magic, Monsters Pirates/Treasure/Maps Dragons	Ice & Antarctica World Stories Rainforests Rain/Water Seaside Farms Parks Space Growing	Minibeasts and Insects Reptiles Habitats Woodland Animals Under the Sea Jungle Animals
Happy in our skin by Fran Manuskim Our favourite day by Joowon Oh The girl with a parrot on her head by Daisy Hirst The everywhere bear by Julia Donaldson A great big cuddle by Michael Rosen Ruby's Worry by Tom Percival Hello Friend by Rebecca Cobb Happy Birthday Maisie by Lucy Cousins Emily Brown and the Thing by Cressida Cowell So much by Trish Cooke Knuffle Bunny by Mo Williams The girl with the parrot on her head by Daisy Hirst I will never not ever eat a tomato by Lauren Child Bedtime for monsters by Ed Verve	The train ride by June Crebbin Naughty Bus by Jan and Jerry Oke Mr Grumpy's Outing by John Burningham Stanley Stick by John Hegley Lost and found by Oliver Jeffers	We are going to find the monster by Malorie Blackman The gigantic turnip by Aleksei Tolstoy We are going on a bear hunt by Michael Rosen. Katie Morag delivers the mail by Mairi Hedderwick Please, Mr Magic fish! By Jessica Souhami Bedtime for Monsters by Ed Vere On Sudden Hill by Linda Sarah No dinner by Jessica Souhami Here's a little poem by various	Astro girl by Ken Wilson-max Anna Hibiscus song by Antinuke Splash, Anna Hibiscus by Antinuke Handa's surprise by Eileen Browne We're going on a lion hunt by David Axtell Errols Garden by Gillian Hibbs	Beware of the crocodile by Martin Jenkins Lulu gets a cat by Anna McQuinn A Brave Bear by Sean Taylor Our very own dog by Amanda McCardie Oh no, George! By Chris Haughton Blue Penguin by Petr Horacek Hooray for fish by Lucy Cousins Surprising sharks by Nicola Davies Puffin Peter by Peter Horacek Yucky Worms by Vivian French The Gruffalo by Julia Donaldson What the ladybird heard by Julia Donaldson Leopards Drum by Jessica Souhami

YEAR 1/2 Cycle 1	Autumn 1 Fairy tales	Autumn 2 Great fire of London	Spring 1 Superheroes	Spring 2 Minibeasts	Summer 1 Pirate Adventure	Summer 2 Tales from around the world
Enquiry: Teachers might choose to plan alternative enquiries based on the needs and interests of the children. The enquires listed here are a suggestion only.	We are a team of experts who are looking after the Fairy tale creatures in the woodlands. We have found some mysterious marks and wonder what they are?	We are members of King Charles II guard and we have been asked to investigate the fire that has occurred in London. What happened? Who was responsible? What changes need to be made?	We are a band of superheroes working together to protect our community. Who needs our help? What can we do to help them?	We are a team of explorers who have been commissioned to retrieve some plants and minibeasts. What can we find? Can we complete the mission?	We are a pirate training school looking for new recruits. How can we persuade people to join our crew? What will they have to do to be a pirate?	We are a team of travel agents and we have been asked to promote travel to the different continents. Where can people visit? What would they see or do there?
Power of reading texts:	Rapunzel by Bethan Woolvin	The Great Fire of London by Emma Adams and James Weston Lewis	Traction man is here! By Mini Grey	Winter sleep: A hibernation story by Sean Taylor and Alex Morss	How to find gold by Viviane Schwarz (Walker)	The story tree: tales to read aloud by (retold) – Hugh Lupton
Story time and whole class guided reading Teachers will select texts, a variety of fiction, non fiction, poetry and rhyme when reading to their classes or when delivering whole class guided reading sessions. Teachers will use VIPERS reading skills to ensure a breadth of reading skills are being taught. Teachers may select other texts that are not mentioned in these lists based on the needs of their classes. It is class teachers responsibility to inform English leads.	<ol style="list-style-type: none"> Little Red and the Very Hungry Lion, Alex T. Smith Hansel and Gretel by Bethan Woolvin Little red by Bethan Woolvin How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley How to Babysit a Grandad by Jean Reagan and Lee Wildish 	<ol style="list-style-type: none"> The Great fire of London: Beginners history by Liz Gogerly Vlad and the Great fire of London (a flea in history) by Kate Cunningham 	<ol style="list-style-type: none"> Traction Man Meets TurboDog by Mini Grey Traction Man and the Beach Odyssey by Mini Grey The Adventures of the Dish and the Spoon by Mini Grey Toys in Space by Mini Grey Egg Drop by Mini Grey The Pea and the Princess by Mini Grey 	<ol style="list-style-type: none"> Out and about by Shirley Hughes The world famous cheese shop break in by Frances Lincoln What makes a Hippopotamus smile by Frances Lincoln Moth: an evolution story by Isabel Thomas A first book of nature by Nicola Davies The Acorn by Edward Gibbs 	<ol style="list-style-type: none"> Emily Brown and the Elephant Emergency by Cressida Cowell and Neal Layton Hermelin: The Detective Mouse by Mini Grey The night pirates by Peter Harris The pirates next door by Jonny Duddle My Granny is a pirate by Val McDermid 	<ol style="list-style-type: none"> Pattan’s Pumpkin by Chitra Soundar Zeraffa Giraffa by Dianne Hofmeyr Here we are by Oliver Jeffers A ticket around the world by Natalia Diaz Anna Hibiscus by Atinuke
Links to national curriculum:	<p>Vocabulary, punctuation, spelling and grammar.</p> <p>Weeks 1-2: Year 1: Ready to write – classroom based assessments to be completed. Celebrations and ways forward identified.</p> <p>Year 2: Ready to write: classroom based assessments to be completed. Celebrations and ways forward identified.</p> <p>Weeks 3 – 6:</p>	<p>Vocabulary, punctuation, spelling and grammar.</p> <p>Week 1: Year 1 - Adjectives (Year 2 – Expanded noun phrases Week 2 to 3: Year 1 – Punctuating sentences – introduction to capital letters (beginning of a sentence and names of places and people.) and full stops. Year 2 – Tenses: past and present tense Weeks 4 to 5:</p>	<p>Vocabulary, grammar, punctuation and spelling</p> <p>Week 1: Year 1 – Consolidation: adjectives and punctuating sentences (capital letters, finger spaces and full stops). Year 2 - Consolidation: expanded noun phrases, tenses and sentence types (questions and commands). Week 2 to 3: Year 1 – Exclamation sentences Year 2 – Conjunctions: co-ordination (using or, and, but)</p>	<p>Vocabulary, grammar, punctuation and spelling</p> <p>Week 1: Year 1 – Consolidation: exclamation sentences and question sentences Year 2 - Consolidation: exclamation sentences and conjunctions (co-ordination and subordination) Weeks 2 to 3: Year 1 – Capital letters: Consolidation of previous learning and introduction to</p>	<p>Vocabulary, grammar, punctuation and spelling</p> <p>Weeks 1 Year 1 – Consolidation: Capital letter for personal pronoun ‘I’, Conjunctions – joining words and clauses (e.g. and/because) Year 2 – Consolidation: Apostrophes and commas. Weeks 2-3 Year 1- Prefixes/Suffixes: (adding the prefix un, adding suffixes ing, er and ed to verbs where no change is needed to root word)</p>	<p>Vocabulary, grammar, punctuation and spelling</p> <p>Weeks 1 - 2 Year 1 – Consolidation: Prefixes, suffixes and sequencing sentences Year 2– Consolidation: suffixes and sequencing sentences. Week 3 Year 1 and 2 – Teacher writing assessment to inform grammar, spelling and</p>

	<p>Year 1: Sentences - How words can combine together to make a sentence, phonetic attempts at words.</p> <p>Year 2: Word classes – adjectives, nouns, verbs and adverbs</p>	<p>Year 1 – Consolidation of capital letters (when are they used)</p> <p>Year 2 - Sentence types – questions and commands</p> <p>Weeks 6 to 7: Year 1 and 2 – Rising stars assessments</p>	<p>and subordination (using when, if, that, because)</p> <p>Week 4 to 6: Year 1 - Question sentences Year 2 - Sentence types: introduction to exclamation sentences and consolidation of other sentence types (statements, questions and commands).</p>	<p>capital letter for personal pronoun 'I'.</p> <p>Year 2 – Commas</p> <p>Weeks 4 to 5: Year 1 – Conjunctions: joining words and clauses (e.g. and/because) . Year 2 – Apostrophes</p> <p>Week 6: Year 1 and 2: Rising stars assessments</p>	<p>Year 2 – Suffixes (adding ness, er, full, less, er and est)</p> <p>Weeks 4-5 Y1 – Sequencing Sentences: Y2 – Revision for statutory assessment (SATs)</p>	<p>punctuation spelling planning.</p> <p>Week 4-5: Year 1 and Year 2 - Grammar, spelling and punctuation skills revised dependent on the outcome of the teacher writing assessment in week 3. Class teachers to inform English subject leads which skills they will be revising/teaching. Weeks 6-7 Year 1 and 2 – Rising stars assessment</p>
	<p>Writing:</p> <ul style="list-style-type: none"> - Drafting and writing by noting ideas - Composing and rehearsing sentences orally. - Reread and evaluate writing to check it and to make simple revisions. - Uses sentences in different forms <p>Reading (comprehension) and phonics (experiences, skills and strategies)</p> <ul style="list-style-type: none"> - Phonics: children to apply new and learnt phonics knowledge in their reading and writing. Teachers to make reference to the revised Nebula phonics long term plan to help consolidate and apply year group specific curriculum objectives. - Phonics: children encouraged to apply blending skills for reading opportunities. - Phonics: children encouraged to use segmenting skills to support with phonetic attempts when spelling words. - Reading: listen to, discuss and express views about books at a level beyond that which they can read independently. - Reading: Discuss significance of the title and events - Reading: Explain understanding of what is read - Reading: Discuss sequence of events in books and how items of information are related. - Reading: Discuss favourite words and phrases. - Reading: Ask and answer questions - Reading: Predict what might happen on the basis of what has been read - Reading: Draw inferences on the basis of what has been said and done. - Reading: Participate in discussion about what is read, taking turns and listening to others - Re - - - - ading: Express views about reading. 					
<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children</p>	<p>Fiction/poetry:</p> <ul style="list-style-type: none"> - Mixed up fairy tales - Alternative ending - Character/setting description <p>Non fiction:</p> <ul style="list-style-type: none"> - Diary extract - Letters - Information poster 	<p>Fiction/poetry:</p> <ul style="list-style-type: none"> - Description writing using the senses - Story writing for the perspective of a character. <p>Non-fiction:</p> <ul style="list-style-type: none"> - Letter to King Charles II 	<p>Fiction/poetry:</p> <ul style="list-style-type: none"> - Comic strip writing - Character description - Plot twist narrative/story <p>Non fiction:</p> <ul style="list-style-type: none"> - Information text about Edith Cavell 	<p>Fiction/poetry:</p> <ul style="list-style-type: none"> - Hibernation poems - Email from Granny Sylvie's <p>Non-fiction:</p> <ul style="list-style-type: none"> - Fact files - Life cycle of an animal 	<p>Fiction/poetry</p> <ul style="list-style-type: none"> - Story writing (Narrative inspired by Anna and the Crocodile finding the gold – POR: Session 5) - Setting/plot descriptions (POR session 8) - Weather (storm) poetry (POR session 8) 	<p>Fiction/poetry</p> <ul style="list-style-type: none"> - Setting description - Character description - Writing a narrative (sequencing/retelling a story) - Poetry inspired from around the world <p>Non-fiction</p>

<p>have had the following writing opportunities:</p> <ol style="list-style-type: none"> 1. A fiction/poetry opportunity 2. A non fiction opportunity <p>Teachers provide opportunities for children to write about real life experiences were possible, for example recounts of trips and outings.</p>		<ul style="list-style-type: none"> - Information report (Royal bulletin with future safety recommendations) 	<ul style="list-style-type: none"> - News bulletin about the life and times of Edith Cavell. 		<p>Non-fiction</p> <ul style="list-style-type: none"> - Instructions on how to find gold by Anna and the Crocodile - Non-chronological report 	<ul style="list-style-type: none"> - Recipe - Instructions - Information poster (cross curricular writing opportunities).
<p>Cross curricular links:</p>	<p><u>RSE/PSHE:</u> Identifying and exploring feelings and emotions. <u>D&T:</u> design, make and evaluate a product. <u>Geography:</u> recognise human and physical features; devising maps; compass directions and locational language. <u>Science:</u> explore how materials can be changed and compare material based on their properties.</p>	<p><u>Art:</u> Developing a range of techniques in using colour, pattern, line and shape. Using painting to develop and share their ideas, experiences and imagination. Use a range of materials creatively to design and make products. <u>History:</u> Exploring events beyond living memory that are significant nationally or globally. <u>Science:</u> Identifying materials and their suitably. Distinguishing between and object and from the material in which it is made.</p>	<p><u>Science:</u> Find out about and describe the basic needs for human survival. Describe the importance for humans of exercise, eating and hygiene. <u>History:</u> The lives of significant individuals in the past who have contributed to national and international achievements (Edith Cavell). <u>DT:</u> Designing, making and evaluating a superhero cape (sewing).</p>	<p><u>Science:</u> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for basis needs. <u>Geography:</u> Use simple fieldwork and observational skills to study the geography of their local school and its grounds and physical features of its surrounding area. <u>Art:</u> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p><u>History:</u> The lives of significant individuals in the past in their own locality. Can understand changes within living memory (Henry Blogg - transport – lifeboats). <u>Art:</u> developing a wide range of art and design techniques (sculpting focus)</p>	<p><u>Science:</u> Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food using a food chain. <u>Geography:</u> Use world maps, atlases and globes to identify the United Kingdom as well as countries, continents and oceans. Name and locate the four continents and capital cities of the UK. Identify weather patterns in the UK and the world in relation to the equator and the North and south poles. <u>DT:</u> Understand where food comes from (food around the world). Use the basic principles of a healthy and varied diet to prepare dishes.</p>
<p>Lets think in English Teachers will explore the following LTE and philosophy topics cross each half term. Please refer to the LTE long term plan for a further academic breakdown.</p>	<ul style="list-style-type: none"> - Kites (2 weeks) - Bear (2 weeks) 	<ul style="list-style-type: none"> - Crocodile (2 weeks) - The wall (3 weeks) 	<ul style="list-style-type: none"> - Today I feel (part 1) (2 weeks) - Today I feel (part 2) (2 weeks) 	<ul style="list-style-type: none"> - Elise (3 weeks) - Dark (2 weeks) 	<ul style="list-style-type: none"> - Suitcase (3 weeks) - Hat (2 weeks) 	<ul style="list-style-type: none"> - Fish is fish (3 weeks) - Mystery (2 weeks)

YEAR 1/2 Cycle 2	Autumn 1 Fairy tale problem solvers	Autumn 2 Mission space	Spring 1 Animal park	Spring 2 Where the wild things are	Summer 1 Castles	Summer 2 The seaside
Enquiry: Teachers might choose to plan alternative enquiries based on the needs and interests of the children. The enquires listed here are a suggestion only.	We are a band of problem solvers waiting to jump into a fairytale and help one of the characters. Which tale will we visit? Which characters will we meet?	We are a team of scientists working at Mission Control preparing for a mission to the moon. What training will the astronauts need? What problems will they face?	We are a team of animal experts who are working hard to look after the animals in our park. What adventures will each day bring? How can we make sure all the animals are cared for?	We are a team of explorers who have been commissioned by the king to find out what is making some mysterious noises on a nearby island. How will we get there? What is making the noises?	We are a group of archaeologists who have been commissioned to explore some ruins that have been discovered. What could they be? Who would have lived there?	We are a group of conservationists working at the sealife centre and have been asked to develop a campaign to encourage tourists to look after our local beach and it's sealife. What can we do to protect the sealife and look after the beaches?
Power of reading texts:	The last wolf by Mini Grey	Man on the moon: a day in the life of Bob by Simon Bartram	Rabbit and Bear: Rabbit's bad habits by Julian Gough and Jim Field	Where the wild things are by Maurice Sendak	The adventure of egg box dragon power by Richard Adams	10 things I can do to help my world by Melanie Walsh
Story time and whole class guided reading Teachers will select texts, a variety of fiction, non fiction, poetry and rhyme when reading to their classes or when delivering whole class guided reading sessions. Teachers will use VIPERS reading skills to ensure a breadth of reading skills are being taught. Teachers may select other texts that are not mentioned in these lists based on the needs of their classes. It is class teachers responsibility to inform English leads.	<ol style="list-style-type: none"> Leaf by Sandra Dieckmann The Little Gardener by Emily Hughes The Secret Sky Garden by Linda Sarah and Fiona Lumbers Trees by Lemniscates Endangered Animals by Martin Jenkins and Tom Frost 	<ol style="list-style-type: none"> Look up by Nathan Byron Beegua by Alexia Deacon The Skies Above My Eyes, Charlotte Guillain and Yuval Zommer Here We Are: Notes for Living on Planet Earth, Oliver Jeffers The Way Back Home, Oliver Jeffers 	<ol style="list-style-type: none"> Emperor's Egg by Martin Jenkins The Hodgeheg by Dick King-Smith The Pest in the Nest by Julian Gough and Jim Field The Variety of Life by Nicola Davies and Lorna Scobie Natural World by Amanda Wood and Mike Jolley 	<ol style="list-style-type: none"> 'Celebration' poem taken from the Puffin Book of Fantastic First Poems edited by June Crebbin Wild by Emily Hughes The Star in the forest by Helen Kellock The Gruffalo by Julia Donaldson 	<ol style="list-style-type: none"> Zog by Julia Donaldson Toys in space by Mini Grey Hermelin: The Detective Mouse, Mini Grey The Detective dog by Julia Donaldson Naughty Bus by Jan and Jerry Oke 	<ol style="list-style-type: none"> The storm whale by Benji Davies The snail and the whale by Julia Donaldson 'Caring for Nature' by Charlotte Guillain 'George Saves the World by Lunchtime' by Jo Readman and Ley Honor Roberts 'The Journey Home' by Fran Preston Gannon
Links to national curriculum:	Week 1-2 Year 1 - Ready to write: classroom based assessments to be completed. Celebrations and ways forward identified. Year 2 - Ready to write: classroom based assessments to be completed. Celebrations and ways forward identified. Weeks 3- 4 Year 1 - Sentences - How words can combine together to make a sentence, phonetic attempts at words.	Week 1 Year 1 – Consolidation: punctuating sentences (capital letters, finger spaces and full stops). Year 2 – Consolidation: adjectives, nouns, adverbs, verbs and expanded noun phrases. Weeks 2-3 Year 1 – adjectives Year 2 – Commas Weeks 4-5	Week 1 Year 1 – Consolidation: adjectives and capital letters Year 2 – Consolidation: commas, question and command sentences. Weeks 2-3 Year 1 – Capital letters for personal pronoun, 'I' Year 2 – Conjunctions: co-ordination (using or, and, but) and subordination (using when, if, that, because) Weeks 4 -6	Week 1 Year 1 – Consolidation: Capital letters – personal pronoun 'I' and question sentences. Year 2 – Consolidation: adverbs and apostrophes. Weeks 2- 3 Year 1 – Exclamation sentences Year 2 – exclamations and revision of statement sentences. Weeks 4 -5 Year 1 - Conjunctions Year 2 - tenses Week 6	Week 1 Year 1 – Consolidation: exclamation sentences and conjunctions. Year 2 – Consolidation: exclamation sentences and tenses. Weeks 2- 3 Year 1- Prefixes/Suffixes: (adding the prefix un, adding suffixes ing, er and ed to verbs where no change is needed to root word) Year 2 – Suffixes (adding ness, er, full, less, er and est)	Week 1-2 Year 1 - Consolidation: prefixes, suffixes and sequencing sentences. Year 2 – Consolidation: suffixes. Weeks 3 - Year 1 and 2 - Teacher writing assessment to inform grammar, spelling and punctuation spelling planning. Weeks 4-5

	<p>Year 2 - adjectives, nouns, verbs and adverbs Weeks 5 -6 Year 1 - Punctuating sentences – introduction to capital letters (beginning of a sentence and names of places and people.) and full stops. Year 2 – expanded noun phrases.</p>	<p>Year 1 – Capital letters (beginning of a sentence and names of people and places. Year 2 – Sentence types: questions and commands Weeks 6-7 Year 1 and 2 – Rising stars assessments</p>	<p>Year 1 – Question sentences Year 2 – apostrophes</p>	<p>Year 1 and 2 – Rising stars assessments</p>	<p>Weeks 4-5 Year 1 – Sequencing sentences Year 2 - Statutory assessments (SATs).</p>	<p>Year 1 and Year 2 - Grammar, spelling and punctuation skills revised dependent on the outcome of the teacher writing assessment in week 3. Class teachers to inform English subject leads which skills they will be revising/teaching. Weeks 6-7 Year 1 and 2 – Rising stars assessment</p>
<p>Writing:</p> <ul style="list-style-type: none"> - Drafting and writing by noting ideas - Composing and rehearsing sentences orally. - Reread and evaluate writing to check it and to make simple revisions. - Uses sentences in different forms <p>Reading (comprehension) and phonics (experiences, skills and strategies)</p> <ul style="list-style-type: none"> - Phonics: children to apply new and learnt phonics knowledge in their reading and writing. Teachers to make reference to the revised Nebula phonics long term plan to help consolidate and apply year group specific curriculum objectives. - Phonics: children encouraged to apply blending skills for reading opportunities. - Phonics: children encouraged to use segmenting skills to support with phonetic attempts when spelling words. - Reading: listen to, discuss and express views about books at a level beyond that which they can read independently. - Reading: Discuss significance of the title and events - Reading: Explain understanding of what is read - Reading: Discuss sequence of events in books and how items of information are related. - Reading: Discuss favourite words and phrases. - Reading: Ask and answer questions - Reading: Predict what might happen on the basis of what has been read - Reading: Draw inferences on the basis of what has been said and done. - Reading: Participate in discussion about what is read, taking turns and listening to others - Reading: Express views about reading. 						
<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities:</p> <ol style="list-style-type: none"> 1. A fiction/poetry opportunity 2. A non fiction opportunity <p style="background-color: yellow;">Teachers provide opportunities for children</p>	<p>Fiction: - Wanted poster for the wolf (links to POR session 2 in the teaching sequence)</p> <p>Poetry - Woodland themed poetry (POR sessions 8-10)</p> <p>Non-fiction: - Fact sheet about endangered animals (POR sessions 14 – 17)</p>	<p>Fiction/poetry:</p> <ul style="list-style-type: none"> - Character creation (alien) (POR session 14) - Postcard from a moon tourist (writing in role: POR 17) <p>Non-fiction:</p> <ul style="list-style-type: none"> - Information plaque about a famous astronaut (Use POR session 3 as inspiration) - Life in space advert (POR 6 to 9) - Guidance on visiting the moon (session 19) 	<p>Non fiction - Non-chronological report about bears (POR sessions 5-7) - Animal fact sheet (how to care for animals – possible enquiry link).</p> <p>Fiction/poetry -</p> <ul style="list-style-type: none"> - Poetry in role (POR session 16-17) - Descriptive writing (in role as a character/in response to a picture/personal experience) 	<p>Fiction/Poetry:</p> <ul style="list-style-type: none"> - Setting description (POR session 2 – 4) - Wild thing inspired poetry (session 9) <p>Non fiction:</p> <ul style="list-style-type: none"> - recount of a wild journey (inspired by the whole text. This could be based on children in role or as a written piece in response to a trip) 	<p>Fiction/poetry :</p> <ul style="list-style-type: none"> - Letter as Egg box dragon (POR session 9) - Invitation from the Queen to the tea party (Session 13) <p>Poetry (POR session 15)</p> <p>Non fiction:</p> <ul style="list-style-type: none"> - Instructions for making a dragon (POR 2-3) 	<p>Fiction/poetry:</p> <ul style="list-style-type: none"> - Call and response poetry (POR session 9 and 10) - Seaside senses poetry <p>Non-fiction:</p> <ul style="list-style-type: none"> - Conservation poster (POR session 4 and 5) -Persuasive writing (why should we take care of our world) -

to write about real life experiences were possible, for example recounts of trips and outings.						
Cross curricular links:	<p><u>Science:</u> Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>DT:</u> Understand where food comes from (food around the world). Use basic principles of a healthy and varied diet to prepare dishes.</p> <p><u>History:</u> The lives of significant individuals in the past who have contributed to national and international achievement (Brothers Grimm).</p>	<p><u>Science:</u> Identify and name a variety of everyday materials including wood, plastic, glass, metal water and rock.</p> <p><u>DT:</u> Design, make, evaluate (technical knowledge: mechanisms – wheels and levers).</p> <p><u>History:</u> Significant historical events. The lives of significant individuals in the past who have contributed to national and international achievements (Moon landing).</p>	<p><u>Science:</u> (Animal study) Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe and compare the structure of a variety of common animals.</p> <p><u>Art:</u> (Animal patterns) develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><u>Geography:</u> Understand geographical differences and similarities through studying the human and physical differences (UK and non-European).</p>	<p><u>Science:</u> Plants – identify and describe the basic structure of a variety of common flowering plants, including trees. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>DT:</u> (making a boat) Design, make, evaluate (building structures – strength and suitability).</p> <p><u>Geography:</u> Identify the location of hot and cold areas of the world in relation to the north and south poles. Use basic geographical vocabulary.</p>	<p><u>Science:</u> Materials – describe some physical properties of a variety of everyday materials.</p> <p><u>Art:</u> (Dragon sculpture) Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><u>History:</u> Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><u>Science:</u> (Sealife study) Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><u>Art:</u> (seaside art - collage) Use a range of materials creatively to design and make products.</p> <p><u>Geography:</u> Seaside mapping Use basic geographical vocabulary. Use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map.</p>
Lets think in English Teachers will explore the following LTE and philosophy topics cross each half term. Please refer to the LTE long term plan for a further academic breakdown.	<ul style="list-style-type: none"> - La Luna (2 weeks) Owl bat (2 weeks) 	<ul style="list-style-type: none"> - Journey (2 weeks) - Quest (2 weeks) Return (2 weeks) 	<ul style="list-style-type: none"> - Rosie’s Walk (3 weeks) Who did it? (2 weeks) 	<ul style="list-style-type: none"> - Something else (2 weeks) Big wolf, little wolf (2 weeks) 	<ul style="list-style-type: none"> - Clockwork (3 weeks) Zog (2 weeks) 	<ul style="list-style-type: none"> - Wild (3 weeks) Philosophy sessions (3 weeks: please refer to the LTE for further academic breakdown).

YEAR 3/4 Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of reading texts:	Ug: Boy Genius	The Pebble in My Pocket	The Boy at the Back of the class	The Ice Bear	Quill Soup	The Bluest of Blue
Story time and whole class guided reading Teachers will select texts, a variety of fiction, non fiction, poetry and rhyme when reading to their classes or when delivering whole class guided reading sessions. Teachers will use VIPERS reading skills to ensure a breadth of reading skills are being taught. Teachers may select other texts that are not mentioned in these lists based on the needs of their classes. It is class teachers responsibility to inform English leads.	<ol style="list-style-type: none"> Stone Age Boy by Satoshi Kitamura Littlenose Collection: The Explorer by John Grant, illustrated by Ross Collins Stone Age Tales: The Great Cave by Terry Deary Cave Baby by Julia Donaldson and Emily Gravett Dave's Cave by Frann Preston-Gannon 	<ol style="list-style-type: none"> A Stone for Sascha, Aaron Becker A Rock is Lively, Dianna Hutts Aston The Story of Life, Catherine Barr and Steve Williams The Street Beneath My Feet, Charlotte Guillian and Yuval Zommer The Stone Age: Hunters, Gathers and Woolly Mammoths, Marcia Williams 	<ol style="list-style-type: none"> The Arrival, Shaun Tan The Island, Armin Greder Ali's Story - A Journey from Afghanistan, Andy Glynne, illustrated by Salvador Maldonado Hamid's Story - A Journey from Eritrea, Andy Glynne, illustrated by Tom Senior 	Other books by Jackie Morris: <ol style="list-style-type: none"> Something about a Bear The Snow Leopard <ol style="list-style-type: none"> How the Whale Became by Ted Hughes The Rainbow Bear by Michael Morpurgo and Michael Foreman Ice Bear by Nicola Davies and Gary Blythe 	<ol style="list-style-type: none"> African Tales, Gcina Mhlophe and Rachel Griffin Tales from Africa, Kathleen Arnott Anansi the Spider, Gerald McDermott 	<ol style="list-style-type: none"> Fantastically Great Women Who Changed the World, Kate Pankhurst Women in Science. 50 Pioneers Who Changed the World, Rachel Ignotofsky The Big Book of Bugs, Yuval Zommer Beetle Boy (Chicken House)
Links to national curriculum:	Year 3: Expanded noun phrases Learning how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks) Commas in lists Conjunctions – and, so, but, because, or, when, that Year 4: Conjunctions Prepositions Inverted commas	Year 3: Determiners – a/an Wider range of conjunctions Year 4: Pronouns Fronted adverbials	Year 3: Adverbs Prepositions Year 4: Apostrophe of possession Plurals	Year 3: Speech punctuation Past/present tense Year 4: Expanded noun phrases Suffixes 1	Year 3: Nouns, including abstract nouns Paragraphs to group information Year 4: Standard English Paragraphs	Year 3: Word families Prefixes Year 4: Suffixes 2

	<p><u>Reading</u> Continuing to read and discuss an increasingly wide range of fiction Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying how language, structure and presentation contribute to meaning Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Providing reasoned justifications for their views</p> <p><u>Writing</u> Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofreading for spelling and punctuation errors Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>					
<p>Extended writing outcomes: Across the year, there will be a breadth of writing outcomes which cover different writing genres. This is the expected main piece of writing for each teaching unit. However, there are many more shorter pieces of writing that are incorporated into each unit.</p>	<p><u>Narrative:</u> A recount story</p>	<p><u>Non Fiction:</u> Explanation text</p>	<p><u>Non- Fiction:</u> Persuasive writing</p>	<p><u>Non- Fiction:</u> Non-chronological report</p>	<p><u>Narrative:</u> Traditional story</p>	<p><u>Non-Fiction:</u> Information text (biography)</p>
<p>Cross curricular links:</p>	<p><u>Computing</u> Children can be encouraged to use ICT to enhance learning: recording storytelling, filming roleplay, using digital photographs to make books or present ideas; internet research; combining images, narration and music to create a book trailer. <u>PSHE</u></p>	<p><u>Science</u> The book and sequence are an ideal starting point for investigating rocks, as required by the Year 3 Science programme of study which states that children should compare and group together different kinds of rocks on the basis of their appearance and simple physical properties and should be able to describe in</p>	<p><u>Geography</u> Human and physical Children could be given the opportunity to conduct a research project into journeys undertaken to flee places in which persecution is experienced. Children could work in groups, pairs and be given the choice as to how to present their research. Examples could be an oral presentation, a PowerPoint</p>	<p><u>History:</u> Children could find out about the history of Arctic exploration. ☒ Find out about the history of Inuit culture. <u>Art:</u> Study Inuit artworks. Supporting resources can be found on the following website: http://www.arcticstories.net/index.html</p>	<p><u>Computing</u> Children can be encouraged to use ICT and computing to enhance learning across the curriculum: recording storytelling, filming role-play, using digital photographs to make books or present ideas; using coding to animate and recreate short scenes from the story; creating short simple e-text of a book using PowerPoint that combines words with</p>	<p><u>History</u> Children could research and report on the role and status of women in Victorian society through exploring Anna's exceptional life; Children might research and report on other female pioneers in art and science, or focus on photography, e.g. Julia Margaret Cameron. Science</p>

	<p>Children can explore themes such as determination and perseverance. Through their study of Ug, children might explore issues around how the community judges him and his ground-breaking ideas.</p> <p><u>History</u> This book lends itself ideally to a closely linked study of the Stone Age as well as an understanding of the chronology of human history and invention.</p> <p><u>Geography</u> Children might develop their knowledge and understanding of physical geography by considering what features a Stone Age community might look for in choosing a place to settle. Can we locate known places where Stone Age artefacts have been recovered using atlases or online maps? Can we identify features of those locations? Children could then use this knowledge to work in role as a village leader persuading their community to settle in a chosen place perhaps within the locality of the school.</p>	<p>simple terms how fossils are formed.</p> <p><u>Art and Design</u> Children could produce drawings using different materials, starting with pencil sketches and shading, moving to pen and ink. They could also develop watercolour skills to examine the shade and tones of colour running through the stones.</p> <p><u>History</u> As the pebble's story takes place over such an extended period of time, it provides an ideal context to support children's understanding of the concept of time and chronology. It will also support pupils in understanding historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections and draw contrasts as well as frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>presentation, a booklet, a poster or leaflet, a filmed news item, or a scripted documentary. The websites listed below will assist with such research.</p> <p><u>History</u> As part of the requirement to study, 'a non-European society that provides contrasts with British history,' you could choose to base this on a study of Syria from early Islamic civilization to contemporary times.</p> <p><u>Art and design</u> As part of the curriculum requirement that pupils be, 'taught about great artists, architects and designers in history,' you might choose to allow time to explore, enjoy and seek inspiration from the work of the Syrian artist Abdalla Omari entitled the Vulnerability Series.</p> <p>http://www.abdallaomari.com/thevulnerabilityseries</p>	<p><u>Geography:</u> Learn about physical, environmental and human features of the arctic region. Investigate Arctic life, comparing it to other human settlements – focus on a child's perspective.</p> <p><u>Science:</u> Investigate the properties of ice. Explore how animals are adapted to the Arctic region. Find out about polar bears, their behaviour and their habitats. Explore and investigate the natural features and wildlife of an Arctic environment.</p>	<p>images and sounds; conducting web-based research responsibly and with a critical eye. Children could use technology to enhance their geographical understanding and sense of place in the world, such as Google Earth / Maps, the app Grid Finder, etc.</p> <p><u>Science:</u> The dedication from Tiny Owl states that this book is "For the protection and conservation of the endangered animals in this book." Children might investigate which of the animals included in the story are currently have 'endangered' status, and to what extent they are endangered. They might conduct research to find out what factors are contributing to their endangerment, and as part of this process, develop wider understanding of their reliance on habitat, their diet and their position in the food chains and food webs; and all of the other factors that contribute to their ability to survive and thrive in South Africa – and beyond.</p>	<p>Children could research and report on women in science.</p>
<p>Lets think in English Teachers will explore the following LTE and philosophy topics cross each half term. Please refer to the LTE long term plan for a further academic breakdown.</p>	<ul style="list-style-type: none"> - Mysteries - Splash - Shirley 	<ul style="list-style-type: none"> - Wolves - Red Promise 	<ul style="list-style-type: none"> - Tunnel - Not now Bernard (1 – discussion) - Not now Bernard (2-3 bridging written task-plan/write/edit - Newspaper) <p>Old</p>	<ul style="list-style-type: none"> - Alike - Who, what, where <p>Blue, yellow</p>	<ul style="list-style-type: none"> - See saw <p>Here we are</p>	<p>(Philosophy sessions)</p>

YEAR 3/4 Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Lets think in English Teachers will explore the following LTE and philosophy topics cross each half term. Please refer to the LTE long term plan for a further academic breakdown.</p>	<ul style="list-style-type: none"> - Philip (part 1 – discussion) - Philip (part 2 - discussion) - Philip part 3-4 (bridging written task-plan/write/edit - collaborative poem) 	<ul style="list-style-type: none"> - Halver (part 1) -Halver (part 2) 	<ul style="list-style-type: none"> -Before, after (part 1) - Before, after (part 2) - Before After (part 3-4 bridging written task- plan/write/edit) 	<ul style="list-style-type: none"> - Sam & Dave Dig a Hole (part 1 - discussion) - Sam & Dave Dig a Hole (part 2 - discussion) - Sam & Dave Dig a Hole (part 3-4 bridging written task-plan/write/edit) 	<ul style="list-style-type: none"> - Present (1 – discussion) - Present (2 – discussion) - Present (part 3-4 (bridging written task-plan/write/edit) 	<ul style="list-style-type: none"> - Philosophy sessions
Power of reading texts:	Mouse, Bird, Snake, wolf	How the Stars Came To Be	Arthur and the Golden Rope	The Great Kapok Tree	The Little Island	Libba
<p>Story time and whole class guided reading Teachers will select texts, a variety of fiction, non fiction, poetry and rhyme when reading to their classes or when delivering whole class guided reading sessions. Teachers will use VIPERS reading skills to ensure a breadth of reading skills are being taught. Teachers may select other texts that are not mentioned in these lists based on the needs of their classes. It is class teachers responsibility to inform English leads.</p>	<ol style="list-style-type: none"> 1. The lost words by Robert Macfarlane 2. Roar like a lion by Carlie Sorosiak 3. A stone sat still by Brendan Wenzel 4. Once upon a snowstorm by Richard Johnson 5. Brenda is a sheep by Morag Hood 	<ol style="list-style-type: none"> 1. Dream Big: Michael Jordan and the Pursuit of Excellence, Deloris Jordan, illustrated by Barry Root 2. She Persisted Around the World, Chelsea Clinton, illustrated by Alexandra Boiger 3. What We See in the Stars: An Illustrated Tour of the Night Sky, Kelsey Oseid 4. Animal Folk Tales of Britain and Ireland by Sharon Jacksties 5. Greek Myths by Marcia Williams 	<ol style="list-style-type: none"> 1. How to Train Your Dragon by Cressida Cowell 2. Norse Myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland, illustrated by Jeffrey Alan Love 3. The Dragon’s Hoard: Stories from the Viking Sagas by Lari Don, illustrated by Cate James 4. Viking Boy by Tony Bradman 5. Treasury of Norse Mythology by Donna Jo Napoli, illustrated by Christina Balit 	<ol style="list-style-type: none"> 1. The Vanishing Rainforest by Richard Platt and Rupert van Wyk 2. In the Forest by Anouck Boisrobert and Louis Rigaud 3. Where’s the Elephant? by Barroux 4. The Promise by Nicola Davies and Laura Carlin 5. Varmints by Helen Ward and Mark Craste 	<ol style="list-style-type: none"> 1. Moon Man, Tomi Ungerer 2. The Arrival, Shaun Tan 3. The Island, Armin Greder (Allen & Unwin) 4. After Tomorrow, Gillian Cross 5. We Are All Born Free, Amnesty International 6. The Big Book of the UK, Imogen Russell Williams, illustrated by Louise Lockhart 	<ol style="list-style-type: none"> 1. Good Night Stories for Rebel Girls, Elena Favilli and Francesca Cavallo 2. Young, Gifted and Black, Jamia Wilson and Andrea Pippins 3. Little Leaders: Bold Women in Black History, Vashti Harrison 4. Little Leaders: Exceptional Men in Black History, Vashti Harrison
Links to national curriculum:	<p>Year 3: Expanded noun phrases Learning how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks) Commas in lists Conjunctions – and, so, but, because, or, when, that</p> <p>Year 4:</p>	<p>Year 3: Determiners – a/an Wider range of conjunctions</p> <p>Year 4: Pronouns Fronted adverbials</p>	<p>Year 3: Adverbs Prepositions</p> <p>Year 4: Apostrophe of possession Plurals</p>	<p>Year 3: Speech punctuation Past/present tense</p> <p>Year 4: Expanded noun phrases Suffixes 1</p>	<p>Year 3: Nouns, including abstract nouns Paragraphs to group information</p> <p>Year 4: Standard English Paragraphs</p>	<p>Year 3: Word families Prefixes</p> <p>Year 4: Suffixes 2</p>

	<p>Conjunctions Prepositions Inverted commas</p>					
	<p><u>Reading</u> Continuing to read and discuss an increasingly wide range of fiction Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying how language, structure and presentation contribute to meaning Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Providing reasoned justifications for their views</p> <p><u>Writing</u> Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofreading for spelling and punctuation errors Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>					
<p>Extended writing outcomes: Across the year, there will be a breadth of writing outcomes which cover different writing genres. This is the expected main piece of writing for each teaching unit. However, there are many more shorter pieces of writing that are incorporated into each unit.</p>	<p>Non-Fiction: Persuasive Writing</p>	<p>Narrative: A creation story</p>	<p>Narrative: A quest story</p>	<p>Non-Fiction: Explanation text</p>	<p>Narrative: A conflict story</p>	<p>Poetry</p>

<p>Cross curricular links:</p>	<p><u>Art and Design</u> For further stimulus, you may want to look at art in nature by William Morris, Andy Goldworthy and / or Henri Rousseau as a basis for children to create their own 2D and 3D art pieces inspired by nature, using a range of materials and techniques.</p> <p><u>Geography</u> Links could be made with Human and physical geography of the Earth, investigating how and why this has changed over time.</p> <p><u>Science</u> This text provides useful links to the following units - Year 3: Plants, Animals and Humans, Rocks. Year 4: Living Things</p>	<p><u>Computing:</u> Children can be encouraged to use ICT and computing to enhance learning across the curriculum: recording storytelling, filming role-play, using digital photographs to make books or present ideas; using coding to animate and recreate short scenes from the story; creating a short simple e-text of the book using PowerPoint, that combines words with images and sounds; conducting web-based research responsibly and with a critical eye.</p> <p><u>Science:</u> Children could raise questions and hypotheses to research, explore and investigate concepts like moon phases, star constellations and navigation through both reading and practical experiences. They can record and present their findings in a range of ways, such as written explanations, labelled diagrams and models, using scientific language.</p> <p><u>Design and Technology</u> Children could design and make tools for navigation, such as simple compasses as well as models with moving parts that help demonstrate concepts such as the lunar phases and seasonal position of constellations in the night sky.</p>	<p><u>Geography</u> Children can use this book to stimulate a wider study of Iceland. Children can use geographical language and vocabulary to describe the weather and climate, as well as the human and physical features. The maps in the book, including Arthur's journey, can lead to a study of atlases and creation of maps. Children could combine their geographical knowledge with art and design skills to create their own three-dimensional Icelandic landscape, complete with mountains, geysers and volcanoes.</p> <p><u>Art and Design</u> Children might be inspired by traditional Icelandic crafts or by the arctic environment. They might create watercolour landscapes of the Icelandic terrain or the Northern Lights.</p>	<p><u>Geography</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Science:</u> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination (mentioned in the text), seed formation and seed dispersal – how does this happen in the rainforest.</p>	<p><u>Geography</u> Human and physical geography As part of the curriculum requirement to, 'describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water,' you could conduct a class research project into what products and natural resources form the basis of the UK's key trade and exports and what are the kind of products and resources the UK imports. The research could culminate in a class display or book.</p> <p><u>History</u> As part of the requirement to study, 'an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066' you could, parallel to the study of the book, conduct a class research project into the history and evolution of the European Union from inception to modern day. The study could culminate in a class display, book or video documentary</p>	<p><u>Art</u> Children can visualise and create their own abstract artwork in response to music – in the same way that Libba listens so intently to the music in the world around her. This may lead to a wider study of abstract artists who have been inspired by music. Kandinsky, for example, strove to produce paintings that would speak to the sense of sight in much the same way that music does with hearing, using paint and colour the way a musician might use pitch, tone, tempo and dynamics.</p> <p><u>PSHE</u> What challenges did Libba face? How and why did her opportunities change? During her life how did laws and human rights impact racial discrimination? What challenges still exist for families from BAME (Black and Minority Ethnic) backgrounds? Use texts such as I'm A Global Citizen: Culture and Diversity (Franklin Watts) to stimulate and support discussion. Why is it still difficult for some voices to be heard? What other groups/individuals could face discrimination?</p>
<p>Lets think in English Teachers will explore the following LTE and philosophy topics cross each half term. Please refer to the LTE long term plan for a further academic breakdown.</p>	<ul style="list-style-type: none"> - Philip (part 1 – discussion) - Philip (part 2 - discussion) <p>Philip part 3-4 (bridging written task- plan/write/edit - collaborative poem)</p>	<ul style="list-style-type: none"> - Halver (part 1) -Halver (part 2) 	<ul style="list-style-type: none"> -Before, after (part 1) - Before, after (part 2) - Before After (part 3-4 bridging written task- plan/write/edit) 	<ul style="list-style-type: none"> - Sam & Dave Dig a Hole (part 1 - discussion) - Sam & Dave Dig a Hole (part 2 - discussion) <p>Sam & Dave Dig a Hole (part 3-4 bridging written task- plan/write/edit)</p>	<ul style="list-style-type: none"> - Present (1 – discussion) - Present (2 – discussion) <p>Present (part 3-4 (bridging written task- plan/write/edit)</p>	<p>Philosophy sessions</p>

YEAR 5/6 Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of reading texts:	Sreet child	Moth	Holes	Varmints	The Journey	Pig Heart Boy
Story time and whole class guided reading Teachers will select texts, a variety of fiction, non fiction, poetry and rhyme when reading to their classes or when delivering whole class guided reading sessions. Teachers will use VIPERS reading skills to ensure a breadth of reading skills are being taught. Teachers may select other texts that are not mentioned in these lists based on the needs of their classes. It is class teachers responsibility to inform English leads.	<ol style="list-style-type: none"> Oliver Twist, Charles Dickens, adapted by Gill Tavner My Name is Victoria You Wouldn't Want to Be a Victorian Schoolchild, John Malam and David Antram 	<ol style="list-style-type: none"> Charles Darwin (Vocabulary Ninja extract) Darwin's Voyage of Discovery by Jake Williams Darwin's Tree of Life by Michael Bright and Margaux Carpentier 	<ol style="list-style-type: none"> Millions by Frank Cottrell Boyce Wonder by RJ Palacio The Curious Incident of the Dog in the Night Time, Mark Haddon 	<ol style="list-style-type: none"> The Promise by Nicola Davies The Sky Garden by Linda Sarah and Fiona Lumbers 	<ol style="list-style-type: none"> Welcome to Nowhere - Ali's Story - A Journey from Afghanistan by Andy Glynne The Arrival by Shaun Tan 	<ol style="list-style-type: none"> Noughts and Crosses by Malorie Blackman, Wonder by R J Palacio, A Monster Calls by Patrick Ness Ways to Live Forever by Sally Nicholls
Links to national curriculum:	Year 5: Nouns and pronouns Expanded noun phrases Fronted adverbials Year 6: Relative clauses Modal verbs Commas to clarify meaning	Year 5: Relative clauses Relative pronouns Year 6: Synonyms and antonyms Word classes Subjunctive form	Year 5: Modal verbs Adverbs Year 6: Colons and bullet points Formal and informal structures	Year 5: Parenthesis Expanded noun phrases Verb tenses Year 6: Semi-colons, colons and dashes hyphens	Year 5: Commas to avoid ambiguity Cohesive devices Year 6: Revision of key areas based on teacher assessments during spring term	Year 5: Prefixes suffixes Year 6: Cohesive devices Layout devices

	<p><u>Reading</u> Read and discuss a wide range of fiction Read books that are structured in different ways and for a range of purposes Identify and discuss themes and conventions Discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language Explain and discuss their understanding of what they have read Predict what might happen from details stated and implied; Discuss and evaluate how authors use language, impacts on the reader Participate in discussions about books that are read to them, building on their own and others' ideas and challenging views courteously; Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary to provide reasoned justifications for their views.</p> <p><u>Writing: (Transcription/Composition)</u> Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form Note and develop initial ideas, drawing on reading Draft and write by selecting appropriate grammar and vocabulary In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and punctuation Proof read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</p> <p><u>Speaking and Listening:</u> Maintain attention and participate actively in collaborative conversations, responding to comments about the text Ask relevant questions to extend their understanding and build vocabulary and knowledge Listen and respond appropriately to adults and peers Articulate and justify answers and opinions Use spoken language to develop understanding through speculating, imagining and exploring ideas Participate in discussions, presentations, performances and debates Consider and evaluate different viewpoints, attending to the contributions of others Select and use appropriate registers for effective communication Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</p>					
<p>Extended writing outcomes: Across the year, there will be a breadth of writing outcomes which cover different writing genres. This is the expected main piece of writing for each teaching unit. However, there are many more shorter pieces of writing that are incorporated into each unit.</p>	<p>Narrative: A character's diary</p>	<p>Non-Fiction: Non-chronological report</p>	<p>Narrative: Letters from a character</p>	<p>Narrative: A dilemma story Poetry</p>	<p>Non Fiction: An emotive letter</p>	<p>Non-Fiction: Discursive text (balanced argument)</p>

<p>Cross curricular links:</p>	<p>History: A study of Victorian England</p>	<p>Science: Evolution and inheritance Research on Charles Darwin</p>	<p>Geography: A study on North and South America</p>	<p>Cooking and Nutrition: Following a consideration of the types of plants referenced in the book children could be given the opportunity to conduct a seed and plant study and consider which plants, vegetables and herbs they think would be most useful to grow if they knew that the changes that arise in the book were likely to become a reality.</p> <p>Geography: With reference to the 'Human and physical geography' strand of the KS2 Geography Curriculum children can investigate the pros and cons of developing and building on green belt land.</p>	<p>History: Settlers (The Vikings) Geography: Locating countries, continents on a map PSHE: Refugees</p>	<p>Science: the circulatory system</p>
<p>Lets think in English Teachers will explore the following LTE and philosophy topics cross each half term. Please refer to the LTE long term plan for a further academic breakdown.</p>	<ul style="list-style-type: none"> - Voices - Window <p>Creatures</p>	<ul style="list-style-type: none"> - Feathers <p>John Lewis Christmas advert 2016</p>	<ul style="list-style-type: none"> - Last stop <p>Staircase (poem)</p>	<ul style="list-style-type: none"> - Hole (short film) - Who (poem) 	<ul style="list-style-type: none"> - Not much room (part 1) - Not much room (part 2) 	<ul style="list-style-type: none"> - Opening Doors (Pobble picture) - http://www.pobble365.com/opening-doors/

YEAR 5/6 Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of reading texts:	Journey to the River Sea	War Horse	Cosmic	Cosmic	Floodland	The London Eye Mystery
Story time and whole class guided reading Teachers will select texts, a variety of fiction, non fiction, poetry and rhyme when reading to their classes or when delivering whole class guided reading sessions. Teachers will use VIPERS reading skills to ensure a breadth of reading skills are being taught. Teachers may select other texts that are not mentioned in these lists based on the needs of their classes. It is class teachers responsibility to inform English leads.	The Explorer – Katherine Rundell Running Wild – Michael Morpurgo The Great Kapok Tree Wild Animals of the south by Deiter Braun Where the forest meets the sea by Jeanne Baker	Stay where you are and then leave by John Boyne Armistice Runner by Tom Palmer Peace Lily by Hilary Robinson and Martin Impney Archie’s War by Marcia Williams	The Jamie Drake Equation by Christopher Edge The skies above my eyes by Charlotte Guillain & Yuval Zommer	Where we once stood by Christopher Riley and martin Impney Hidden Figures – the story of 4 black women and the space race by Simon Bartrum	The Last Wild by Piers Torday Varmints by Helen Ward, Illustrated by Marc Craste Mortal Engines by Philip Reeve The Boy in the Tower by Polly Ho-Yen Songs of Innocence & Experience by William Blake	The Guggenheim Mystery by Robin Stevens (based on the characters created by Siobhan Dowd) – a sequel to The London Eye Mystery A Murder Most Unladylike (series) by Robin Stevens Young Sherlock Holmes by Andrew Lane The Nightbus Hero by Onjali Q Rauf
Links to national curriculum:	Year 5: Nouns and pronouns Expanded noun phrases Fronted adverbials Year 6: Relative clauses Modal verbs Commas to clarify meaning	Year 5: Relative clauses Relative pronouns Year 6: Synonyms and antonyms Word classes Subjunctive form	Year 5: Modal verbs Adverbs Year 6: Colons and bullet points Formal and informal structures	Year 5: Parenthesis Expanded noun phrases Verb tenses Year 6: Semi-colons, colons and dashes hyphens	Year 5: Commas to avoid ambiguity Cohesive devices Year 6: Revision of key areas based on teacher assessments during spring term	Year 5: Prefixes suffixes Year 6: Cohesive devices Layout devices

	<p>Reading: (Word reading / Comprehension)</p> <ul style="list-style-type: none"> • Read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. • Read books that are structured in different ways and reading for a range of purposes. • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Identify and discuss themes and conventions in and across a wide range of writing. • Ask questions to improve their understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views. <p>Writing: (Transcription / Composition)</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Note and develop initial ideas, drawing on reading and research where necessary. • Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Evaluate and edit by assessing the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 					
<p>Extended writing outcomes:</p> <p>Across the year, there will be a breadth of writing outcomes which cover different writing genres. This is the expected main piece of writing for each teaching unit. However, there are many more shorter pieces of writing that are incorporated into each unit.</p>	Narrative: a journey story	Narrative: a flashback story	Non-Fiction: Discursive text	Narrative: writing in role	Non Fiction: persuasive text	Non-Fiction: newspaper report
<p>Cross curricular links:</p>	<p>History:</p> <p>A study of Victorian England</p>	<p>Science:</p> <p>Evolution and inheritance Research on Charles Darwin</p>	<p>Geography:</p> <p>A study on North and South America</p>	<p>Cooking and Nutrition:</p> <p>Following a consideration of the types of plants referenced in the book children could be given the opportunity to conduct a seed and plant study and consider which plants, vegetables and herbs they think would be most useful to grow if they knew that the changes that arise in the book were likely to become a reality.</p> <p>Geography:</p> <p>With reference to the 'Human and physical geography' strand of the KS2 Geography Curriculum children can</p>	<p>History: Settlers (The Vikings)</p> <p>Geography: Locating countries, continents on a map</p> <p>PSHE: Refugees</p>	<p>Science: the circulatory system</p>

				investigate the pros and cons of developing and building on green belt land.		
<p>Lets think in English Teachers will explore the following LTE and philosophy topics cross each half term. Please refer to the LTE long term plan for a further academic breakdown.</p>	<ul style="list-style-type: none"> - Maps (poem) - Shoes (story) - Lulu (poem) 	<ul style="list-style-type: none"> - Bear (poem) - Rabbits (part 1) - Rabbits (part 2) 	<ul style="list-style-type: none"> - Tree - Maker (part 1) - Maker (part 2) 	<ul style="list-style-type: none"> - Visitor (poem) <p>Home (story)</p>	<ul style="list-style-type: none"> - The island (part 1) - The island (part 2) 	<p>Moment of fame (pobble picture)</p> <p>http://www.pobble365.com/moment-of-fame/</p>