

Power of Reading – Long Term Plan English: 2024 to 2025



Power of Reading



Nebula
where stars are born

EYFS

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.

All about me	Journeys	Fantasy	The World	Animals
Celebrations Toys Safety - online/road/she Sports/Olympics Healthy Eating Talent Show/Theatre Schools	Planes Trains Vehicles Holidays The Everywhere Bear	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 Bears
Happy in our skin by Fran Manuskinn Our favourite day by Joowon Oh The girl with a parrot on her head by Daisy Hirst 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 I will never not ever eat a tomato by Lauren Child Bedtime for monsters by Ed Vere	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 The everywhere bear by Julia Donaldson	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 What the ladybird heard by Julia Donaldson Lost and found by Oliver Jeffers	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 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
Group guided reading (year 1) and whole class guided reading (Year 2 onwards): In year two, we follow a whole class guided reading approach. Teachers have carefully selected a broad range of texts including fiction, non-fiction, poetry and rhyme when delivering whole class guided reading sessions. Teachers will use VIPERS reading skills to ensure a breadth of reading skills are being taught.	Group guided reading In year one we follow a group guided reading approach. Across the week the children will have a phonics focused reading session and a comprehension/prosody focus read supported by an adult. The children will then be offered a range of reading opportunities to consolidate core reading skills. We use VIPERS to guide the comprehension guided read. We transition to whole class guided reading in the summer term					Whole class guided reading Informed by assessment, classroom observations, and the children’s interests, teachers to work with English subject leads to select a range of texts suitable for transitioning to whole class guided reading.
	Year 2 Fairytale Pets By Tracey Corderoy Little Red by Beth Woolvin The Three Little Pigs by Roald Dahl	Year 2 Great Fire of London by Liz Gogerly Vlad and the Great Fire of London by Kate Cunningham The great fire of London by George Szirtes	Year 2 Traction Man and the Beach Odyssey by Mini Grey Traction Man Meets TurboDog by Mini Grey The Couch Potato by Jory John	Year 2 Out and About by Shirley Hughes Otto Blotter Bird Spotter by Graham Carter Above and Below by Patricia Hegarty and Tanera Simons	Year 2 A first book of nature by Nicola Davies The pirates next door by Jonny Duddle My Granny is a pirate by Val McDermid	Year 2 Pattan’s Pumpkin by Chitra Soundar A ticket around the world by Natalia Diaz Anna Hibiscus by Atinuke
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: 1. A fiction/poetry opportunity 2. A non-fiction opportunity Teachers provide opportunities for children to write about real life experiences were possible, for example recounts of trips and outings.	Fiction/poetry: Mixed up fairy tales Alternative ending Character/setting description Non-fiction: Diary extract Letters Information poster	Fiction/poetry: Description writing using the senses Story writing for the perspective of a character. Non-fiction: Letter to King Charles II Information report (Royal bulletin with future safety recommendations)	Fiction/poetry: Comic strip writing Character description Plot twist narrative/story Non-fiction: Information text about Edith Cavell News bulletin about the life and times of Edith Cavell.	Fiction/poetry: Hibernation poems Email from Granny Sylvie’s Non-fiction: Fact files Life cycle of an animal	Fiction/poetry: <i>Narrative: Story writing</i> (inspired by Anna and the Crocodile finding the gold – POR: Session 5) Setting/plot descriptions (POR session 8) Weather (storm) poetry (POR session 8) Non-fiction: Instructions on how to find gold by Anna and the Crocodile Non-chronological report	Fiction/poetry: Setting description Character description Writing a narrative (sequencing/retelling a story) Poetry inspired from around the world Non-fiction: Recipe Instructions Information poster

<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>	<p>Kites (2 weeks) Bear (2 weeks)</p>	<p>Crocodile (2 weeks) The wall (3 weeks)</p>	<p>Today I feel (part 1) (2 weeks) Today I feel (part 2) (2 weeks)</p>	<p>Elise (3 weeks) Dark (2 weeks)</p>	<p>Suitcase (3 weeks) Hat (2 weeks)</p>	<p>Fish is fish (3 weeks) Mystery (2 weeks)</p>
<p>Links to national curriculum, Nebula SSP: Spelling, Grammar & Punctuation Please refer to the SPAG LTP for a further breakdown of units and spelling lists.</p>	<p>Year 1 The alphabet – uppercase and lowercase; phonetic attempts at words – word and caption level writing; sentence level; naming words; describing words; naming and describing words; doing words; doing words; doing words; more than one (plurals); sentences (including capital letters and full stops); joining words; describing words; doing words; sentences – full stops and question marks; sentences – full stops, question marks and exclamation marks; doing words; more than one; special naming words; doing words; opposites; naming words.</p> <p>Year 2 The alphabet – uppercase and lowercase; nouns and adjectives; adjectives; nouns (collective); verbs (action/doing words and adding ‘ed’); sentences (full stops, exclamation mark and question mark); sentence types; conjunctions - coordinating and subordinating conjunctions; adverbs – adding ‘ly’, when/where; proper, collective, and compound nouns; pronouns; commas; comparative adjectives; verbs (past progressive and past simple); adjectives (superlatives); nouns (adding ‘ness’); adjectives (adding ‘ful’); apostrophes; contractions; confusing words – homophones and near homophones.</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>Cross curricular links:</p>	<p>RSE/PSHE: Relationships and my feelings D&T: Make a throne for Rapunzel Design, Make, Evaluate. Technical knowledge – structures. Geography: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a map. Use a Key. Use simple compass directions and locational language. Science: Identifying materials and their suitability. Distinguishing between an object and the material in which it is made.</p>	<p>RSE/PSHE: Health and wellbeing and my body Art: Fire Pictures Use a range of materials creatively to design and make products. History: Events beyond living memory that are significant nationally or globally (The Great Fire of London) Science: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>RSE/PSHE: Living in the wider world and my relationships Science: Find out about and describe the basic needs for human survival. Describe the importance for humans of exercise, eating and hygiene. History: The lives of significant individuals in the past who have contributed to national and international achievements (Edith Cavell) Art: Pop Art Printing Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>RSE/PSHE: Relationships and my beliefs Science: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Explore the differences between things that are living and dead, and things that have never been alive. Geography: Use simple fieldwork and observational skills to study the geography of their local school and its grounds and physical features of its surrounding area. Art: 3D Minibeasts Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>RSE/PSHE: Health and Wellbeing and my rights and responsibilities. History: The lives of significant individuals in the past in their own locality. Can understand changes within living memory - Transport (lifeboats – Henry Blogg) DT: Treasure Chest Design, Make, Evaluate. Technical knowledge – mechanisms. Science: Animals – Notice that animals, including humans have offspring which grow into adults. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>	<p>RSE/PSHE: Living in the wider world and asking for help. Science: Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Geography: Use world maps, atlases and globes to identify the United Kingdom as well as countries, continents and oceans. Name and locate the four countries 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. DT: Cooking & Nutrition Understand where food comes from – Food around the world. Use the basic principles of a healthy and varied diet to prepare dishes.</p>

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
Group guided reading (Year 1) and whole class guided reading (Year 2 onwards): In year two, we follow a whole class guided reading approach. Teachers have carefully selected a broad range of texts including fiction, non-fiction, poetry and rhyme when delivering whole class guided reading sessions. Teachers will use VIPERS reading skills to ensure a breadth of reading skills are being taught.	Group guided reading In year one we follow a group guided reading approach. Across the week the children will have a phonics focused reading session and a comprehension/prosody focus read supported by an adult. The children will then be offered a range of reading opportunities to consolidate core reading skills. We use VIPERS to guide the comprehension guided read. We transition to whole class guided reading in the summer term.					Whole class guided reading Informed by assessment, classroom observations, and the children's interests, teachers to work with English subject leads to select a range of texts suitable for transitioning to whole class guided reading
	Year 2 Fairy tale pets- Tracey Corderoy Little Red-Mini Grey The three little pigs poem- Roald Dahl	Year 2 The Way Back Home- Oliver Jeffers Beegu- Alexis Deacon I see Science – Materials – Izzi Howell	Year 2 My First Nature Poems- Nicola Davies Otto Blotter Bird Spotter- Graham Carter The Variety of Life – Nicola Davies	Year 2 Wild-Emily Hughes The Big Book of Bugs – Yuval Zommer Animal Homes- Martin Jenkins	Year 2 Billy and the Dragon – Nadia Shireen Trees- Victoria Munson Zog and the Flying Doctors- Julia Donaldson	Year 2 The Storm Whale- Benji Davies The treasure poem- Clare Bevan Who Eats Who- Teresa Heapy
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: 1. A fiction/poetry opportunity 2. A non-fiction opportunity Teachers provide opportunities for children to write about real life experiences where possible, for example recounts of trips and outings.	Fiction/poetry: Wanted poster for the wolf (links to POR session 2 in the teaching sequence) Woodland themed poetry (POR sessions 8-10) Non-fiction: Fact sheet about endangered animals (POR sessions 14 – 17)	Fiction/poetry: Character creation (alien) (POR session 14) Postcard from a moon tourist (writing in role: POR 17) Non-fiction: 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)	Fiction/poetry: Poetry in role (POR session 16-17) Descriptive writing (in role as a character/in response to a picture/personal experience) Non-fiction: Non-chronological report about bears (POR sessions 5-7) Animal fact sheet (how to care for animals – possible enquiry link).	Fiction/poetry: Setting description (POR session 2 – 4) Wild thing inspired poetry (session 9) Non-fiction: 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)	Fiction/poetry: Letter as Egg box dragon (POR session 9) Invitation from the Queen to the tea party (Session 13) Poetry (POR session 15) Non-fiction: Instructions for making a dragon (POR 2-3)	Fiction/poetry: Call and response poetry (POR session 9 and 10) Seaside senses poetry Non-fiction: Conservation poster (POR session 4 and 5) Persuasive writing (why should we take care of our world?)
Lets think in English Teachers will explore the following LTE and philosophy topics cross	La Luna (2 weeks) Owl bat (2 weeks)	Journey (2 weeks) Quest (2 weeks) Return (2 weeks)	Rosie's Walk (3 weeks) Who did it? (2 weeks)	Something else (2 weeks) Big wolf, little wolf (2 weeks)	Clockwork (3 weeks) Zog (2 weeks)	Wild (3 weeks) Philosophy sessions (3 weeks: please refer to the

each half term. Please refer to the LTE long term plan for a further academic breakdown.						LTE for further academic breakdown).
<p>Links to national curriculum, Nebula SSP:</p> <p>Spelling, Grammar & Punctuation</p> <p>Please refer to the SPAG LTP for a further breakdown of units and spelling lists.</p>	<p>Year 1</p> <p>The alphabet – uppercase and lowercase; phonetic attempts at words – word and caption level writing; sentence level; naming words; describing words; naming and describing words; doing words; doing words; doing words; more than one (plurals); sentences (including capital letters and full stops); joining words; describing words; doing words; sentences – full stops and question marks; sentences – full stops, question marks and exclamation marks; doing words; more than one; special naming words; doing words; opposites; naming words.</p> <p>Year 2</p> <p>The alphabet – uppercase and lowercase; nouns and adjectives; adjectives; nouns (collective); verbs (action/doing words and adding ‘ed’); sentences (full stops, exclamation mark and question mark); sentence types; conjunctions - coordinating and subordinating conjunctions; adverbs – adding ‘ly’, when/where; proper, collective, and compound nouns; pronouns; commas; comparative adjectives; verbs (past progressive and past simple); adjectives (superlatives); nouns (adding ‘ness’); adjectives (adding ‘ful’); apostrophes; contractions; confusing words – homophones and near homophones.</p>					
Writing:	<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 					
Reading (comprehension) and phonics (experiences, skills and strategies):	<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. 					
Cross curricular links:	<p>Science: 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>DT: Understand where food comes from (food around the world). Use basic principles of a healthy and varied diet to prepare dishes.</p> <p>History: The lives of significant individuals in the past who have contributed to national and international achievement (Brothers Grimm).</p>	<p>Science: Identify and name a variety of everyday materials including wood, plastic, glass, metal water and rock.</p> <p>DT: Design, make, evaluate (technical knowledge: mechanisms – wheels and levers).</p> <p>History: Significant historical events. The lives of significant individuals in the past who have contributed to national and international achievements (Moon landing).</p>	<p>Science: (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>Art: (Animal patterns) develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Geography: Understand geographical differences and similarities through studying the human and physical differences (UK and non-European).</p>	<p>Science: 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>DT: (making a boat) Design, make, evaluate (building structures – strength and suitability).</p> <p>Geography: 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>Science: Materials – describe some physical properties of a variety of everyday materials.</p> <p>Art: (Dragon sculpture) Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>History: Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Science: (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>Art: (seaside art - collage) Use a range of materials creatively to design and make products.</p> <p>Geography: Seaside mapping Use basic geographical vocabulary. Use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map.</p>

YEAR 3/4 Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Power of reading texts:	Ug: Boy Genius of the Stone Age by Raymond Briggs	The Pebble in my Pocket by Meredith Hooper	Charlotte's Web by E.B. White	Pugs of the Frozen North by Phillip Reeve and Sarah McIntyre	Quill Soup: A Stone Soup Story Book by Alan Durant	The Bluest of Blues: Anna Atkins and the First Book of Photographs by Fiona Robinson	
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.	Non-fiction: Persuasive writing: Write an estate agent's particulars for a cave (Y4) Write a letter to Ug's tribe to persuade them to try an invention (Y3)	Fiction: Poetry: Write narrative poems using descriptive language, alliteration, similes and personification.	Fiction: Narrative story writing: Write character and setting descriptions, dialogue etc	Non-fiction: Non-chronological report: Write a report on a mythical creature	Fiction: Narrative story writing: Write a traditional story in the style of Quill soup	Non-fiction: Biographical writing: Write a biography of Anna Atkins	
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.	Year 3 Jim and the Beanstalk by Raymond Briggs Year 4 Fiction/non-fiction extracts	Year 3 Fantastic Mr Fox by Roald Dahl Year 4 The Butterfly Lion by Michael Morpurgo	Year 3 Firework Maker's Daughter by Phillip Pullman Year 4 Fiction/non-fiction extracts	Year 3 Alien in the jam factory By Chrissie Sains Year 4 The Miraculous Journey of Edward Tulane By Kate DiCamillo	Year 3 How to train your Dragon By Cressida Cowell Year 4 Fiction/non-fiction extracts	Year 3 Mr Penguin and the Lost Treasure By Alex T Smith Year 4 Varjak Paw By S F Said	
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.	Year 3	Philip Mysteries	Splash Shirley	Wolves Red	Promise Tunnel	Old Halvar	Ian Foundling
	Year 4	Alike Who, What, Where	Before, after Dig a Hole	Blue Yellow Not Now Bernard	The Present Sea Saw	Here we are Rain, Rainbows	Black Dog Red Riding Hood
Links to national curriculum: Spelling, Grammar & Punctuation	Year 3 Nouns, adjectives, verbs, adverbs, subject, object, verb, clauses and phrases, conjunctions, main and subordinate clauses, capital letters and full stops, question marks and exclamation marks, commas in lists, apostrophes for omission and possession, inverted commas for direct speech, prepositions, statement, question, exclamation, command, homonyms and homophones						

<p>Please refer to the SPAG LTP for a further breakdown of units and spelling lists.</p>	<p>Year 4 Nouns, adjectives, verbs (tenses), adverbs and adverbs of time, subject, object, verb, clauses and phrases, conjunctions, pronouns (inc possessive), determiners, noun phrases, adverbial phrases, main and subordinate clauses, question marks and exclamation marks, statement, question, exclamation, command, commas in lists and after fronted adverbials, apostrophes for omission and possession (plural), inverted commas for direct speech and comma to separate speech, prepositions.</p>
<p>Writing:</p>	<p>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</p> <p>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>Reading:</p>	<p>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 view</p>

<p>Cross curricular links:</p>	<p>Computing 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.</p> <p>PSHE 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>History 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>Geography 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>Science 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 simple terms how fossils are formed.</p> <p>Art and Design 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>History 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>Geography Explore the term 'arable', look at land usage in rural settings, comparing/ contrasting with the chn's experiences of urban settings, adding to the children's locational knowledge.</p> <p>PSHE Use the book as a starting point for work around theme of friendship and what it means to be a 'loyal and true' friend. Consider feelings around bereavement/moving on. The novel would allow for the exploration of gender roles in 1950s America and how these have changed in the intervening years. It would also allow for opportunity to discuss contemporary gender roles and to challenge gender stereotypes.</p> <p>Art and Design Explore the shapes and architecture of spider webs, or take a wider view of the shapes and patterns in nature, using photography to explore the local environment. Make 3D sculptures of spider webs, using woven techniques, perhaps extending this to include messages of encouragement or motivation within the webs themselves.</p> <p>Computing Children can be given opportunities to use ICT and computing to enhance learning across the curriculum. Among these, children might film role-play, use digital photographs to make books or present ideas; as well as conducting web-based research responsibly and with a critical eye.</p>	<p>History Children could find out about the history of Arctic exploration. Find out about the history of Inuit culture.</p> <p>Art Study Inuit artworks. Supporting resources can be found on the following website: http://www.arcticstories.net/index.html</p> <p>Geography 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>Science 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>Computing 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 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>Science 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>History 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.</p> <p>Science Children could research and report on women in science.</p>
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YEAR 3/4 Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of reading texts:	Mouse, Bird, Snake, Wolf By David Almond	How the Stars Came To Be By Poonam Mistry	Arthur and the Golden Rope By Joe Todd-Stanton	The Great Kapok Tree: A Tale of the Amazon Rainforest By Lynn Cherry	The Little Island By Smriti Prasadam-Halls	Libba: The Magnificent Musical Life of Elizabeth Cotten By Laura Veirs
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.	Fiction: Poetry: Write poems using descriptive language, alliteration, similes and personification	Fiction: Narrative story writing: Write a creation story	Non-fiction: Journalistic writing: Write a newspaper report about the wolf's attack on the town.	Non-fiction: Persuasive writing: Write an argument against tree logging (or a balanced argument showing both sides).	Non-fiction: Instructional writing: Write a set of instructions for a rescue plan for the geese.	Fiction: Biographical writing: Write a letter from Libba to Claude a week after he has left.
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.	Year 3 Jim and the Beanstalk by Raymond Briggs Year 4 Fiction/non-fiction extracts	Year 3 Fantastic Mr Fox by Roald Dahl Year 4 The Butterfly Lion by Michael Morpurgo	Year 3 Firework Maker's Daughter by Phillip Pullman Year 4 Fiction/non-fiction extracts	Year 3 Alien in the jam factory By Chrissie Sains Year 4 The Miraculous Journey of Edward Tulane By Kate DiCamillo	Year 3 How to train your Dragon By Cressida Cowell Year 4 Fiction/non-fiction extracts	Year 3 Mr Penguin and the Lost Treasure By Alex T Smith Year 4 Varjak Paw By S F Said
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.	Year 3 Philip Mysteries	Splash Shirley	Wolves Red	Promise Tunnel	Old Halvar	Ian Foundling
	Year 4 Alike Who, What, Where	Before, after Dig a Hole	Blue Yellow Not Now Bernard	The Present Sea Saw	Here we are Rain, Rainbows	Black Dog Red Riding Hood

<p>Links to national curriculum:</p> <p>Spelling, Grammar & Punctuation</p> <p>Please refer to the SPAG LTP for a further breakdown of units and spelling lists.</p>	<p>Year 3 Nouns, adjectives, verbs, adverbs, subject, object, verb, clauses and phrases, conjunctions, main and subordinate clauses, capital letters and full stops, question marks and exclamation marks, commas in lists, apostrophes for omission and possession, inverted commas for direct speech, prepositions, statement, question, exclamation, command, homonyms and homophones</p> <p>Year 4 Nouns, adjectives, verbs (tenses), adverbs and adverbs of time, subject, object, verb, clauses and phrases, conjunctions, pronouns (inc possessive), determiners, noun phrases, adverbial phrases, main and subordinate clauses, question marks and exclamation marks, statement, question, exclamation, command, commas in lists and after fronted adverbials, apostrophes for omission and possession (plural), inverted commas for direct speech and comma to separate speech, prepositions.</p>
<p>Writing:</p>	<p>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</p> <p>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>Reading:</p>	<p>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>Cross curricular links:</p>	<p>Art and Design 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>Geography Links could be made with Human and physical geography of the Earth, investigating how and why this has changed over time.</p> <p>Science This text provides useful links to the following units - Year 3: Plants, Animals and Humans, Rocks. Year 4: Living Things</p>	<p>Computing 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>Science 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>Design and Technology 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>Geography 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>Art and Design 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>Geography 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>Science 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>Geography 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>History 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>Art 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>PSHE 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>
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YEAR 5/6 Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of reading texts:	Streetchild by Berlie Doherty	Moth: An Evolution Story by Isabel Thomas	Holes by Louis Sacher	The Highwayman by Alfred Noyes	The Journey by Francesca Sanna	Y5 – The Song from Somewhere Else By A.F. Harrold Y6 – Performance
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.	Non-fiction: Biographical writing: Write a diary extract from Dr. Barnado	Non-fiction: Non-chronological report: Write an information text on the spotted moth	Non-fiction: Biographical writing: Write a letter from the view point of a character	Fiction: Poetry/story writing: Write narrative descriptions in the style of the highwayman	Fiction: Narrative story writing: Write a journey story	Non-fiction: Persuasive writing: Write balanced argument/one sided view on whether the portal should be kept open or closed
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.	Year 5 Fiction: Classics Oliver Twist Around the world in 80 days The Hobbit The Jungle Book Non-fiction: Information texts Mary Walton Thomas Edison Year 6 Skysong Cogheart October October	Year 5 Fiction: Classics The Wind in the Willows A Christmas Carol Modern classics The Northern Lights Non-fiction: Black History Month Rosa Parks A Change is Gonna Come Lilian Bader Year 6 My name is Victoria Skellig Vanishing Dragon	Year 5 Fiction: Modern classics Journey to the River Sea Kensuke's Kingdom Non-fiction: Information texts Odd, Egg-laying Mammals Life Cycle of a Butterfly Year 6 Some place Pax	Year 5 Fiction: Classics: Peter Pan Non-fiction: Information texts The Moment by Margaret Atwood The Parts of the Eye International Women's Day Year 6 Survivors Volcanoes Grey Wolf	Year 5 Fiction: Classics: The Secret Garden Modern classic: Deborah Ellis The Breadwinner Poetry: The Listeners Non-fiction: Information texts Fad Diets Year 6 Test technique questions for SATs The Secret Diary of Thomas Snoop	Year 5 Fiction: Modern classic: Wonder The Unforgotten Coat The Clockwork Crow Poetry: We Refugees Non-fiction: Information texts Red Blood Cells Year 6 Wonder Noughts & Crosses Pig Heart Boy
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.	Voices (picture book) Window (picture book) Creatures (poems)	Feathers (short film) John Lewis Christmas Ad (short film)	Last Stop (story) Staircase (poem)	Hole (short film) Who (poem)	Not much Room (picture book)	Survivors (poem) Life doesn't frighten me (story)

<p>Links to national curriculum:</p> <p>Spelling, Grammar & Punctuation</p> <p>Please refer to the SPAG LTP for a further breakdown of units and spelling lists.</p>	<p>Year 5</p> <p>Nouns, adjectives, verbs (tenses), model verbs, adverbs and adverbs of time, subject, object, verb, clauses and phrases, conjunctions, prepositions, question marks and exclamation marks, statement, question, exclamation, command, pronouns (inc possessive), determiners, noun phrases, adverbial phrases and prepositional phrases, commas in lists and after fronted adverbials, main and subordinate clauses and comma to separate subordinate and main clauses, relative pronouns and clauses and embedded relative clauses, parenthesis – brackets, dashes, double commas, antonyms and synonyms, apostrophes for omission and possession (plural), inverted commas for direct speech and comma to separate speech.</p> <p>Year 6</p> <p>Nouns, adjectives, verbs (tenses), model verbs, adverbs, subject, object, verb, clauses and phrases inc capital letters and full stops, conjunctions, prepositions, antonyms and synonyms, question marks and exclamation marks, statement, question, exclamation, command, pronouns (inc possessive), determiners, noun phrases, adverbial phrases and prepositional phrases, commas in lists and after fronted adverbials, main and subordinate clauses and comma to separate subordinate and main clauses, apostrophes for omission and possession (plural), inverted commas for direct speech and comma to separate speech, semi-colons between two main clauses and in a list, colons to separate clauses and to introduce a list, relative pronouns and clauses and embedded relative clauses, parenthesis – brackets, dashes, double commas, active and passive sentences, ellipsis, hyphen, bullet points, progressive, perfect tenses, subjunctive.</p>
<p>Writing: (Transcription/Composition)</p>	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</p> <p>Note and develop initial ideas, drawing on reading</p> <p>Draft and write by selecting appropriate grammar and vocabulary</p> <p>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</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</p> <p>Proof read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</p>
<p>Reading:</p>	<p>Read and discuss a wide range of fiction</p> <p>Read books that are structured in different ways and for a range of purposes</p> <p>Identify and discuss themes and conventions</p> <p>Discuss understanding and explore meaning of words in context</p> <p>Ask questions to improve understanding</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language</p> <p>Explain and discuss their understanding of what they have read</p> <p>Predict what might happen from details stated and implied;</p> <p>Discuss and evaluate how authors use language, impacts on the reader</p> <p>Participate in discussions about books that are read to them, building on their own and others' ideas and challenging views courteously;</p> <p>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>Speaking and Listening:</p>	<p>Maintain attention and participate actively in collaborative conversations, responding to comments about the text</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>Listen and respond appropriately to adults and peers</p> <p>Articulate and justify answers and opinions</p> <p>Use spoken language to develop understanding through speculating, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances and debates</p> <p>Consider and evaluate different viewpoints, attending to the contributions of others</p> <p>Select and use appropriate registers for effective communication</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</p>

<p>Cross curricular links:</p>	<p>History This novel links very well with a historical study of Victorian Britain. Children could also look at the change to children's rights because of the actions of people like Dr Barnardo, which is supported by a provided timeline of legislation around child protection. To fully understand the text and why the characters behave as they do, children will need to be supported in researching the life of children in poverty on the Victorian era, and especially the place of the workhouse. This study is planned into the body of the unit, but could be extended in focussed history sessions.</p> <p>Music Children could explore the music of the period, especially that of the streets that Jim might hear and dance to, such as barrel organ music, music hall songs or street ballads.</p>	<p>Maths Children can estimate and count numbers of moths on particular pages and when conducting a moth count. Children can be introduced to percentages when playing the simulator game. Children could sort and order animals by size, features or when they wake and sleep. The passing from day to night and back to day could provide a useful link to discussing time as a unit of measure. Children could explore maps to locate the variants of peppered moth, using positional and directional language and look at units of measure in measuring distances between there and the UK.</p> <p>Science Within the context of studying this text, children will have opportunity to engage in deepening their knowledge of the natural world and engage in the science curriculum.</p> <p>Art and Design Children will use artwork to support their observations of wildlife as well as in expressing themselves and responding to the text and illustrations in the book. They will also use photography to support their field work.</p>			<p>History Focusing on the local history strand of the Key Stage 2 History Programmes of Study, you could conduct a study of the history of migration in your local area. You might consider the variation and types of immigration and the ways in which migration has enriched and influenced the cultural capital of the area.</p> <p>Music In line with the Key Stage Two Programmes of Study, which encourages pupils to 'improvise and compose music for a range of purposes using the inter-related dimensions of music,' the children could compose a soundtrack inspired by the story. The soundtrack could form part of a production of video that captures the exploration of the book, which could include highlights of the work produced including displays, written work, drama, dance and artwork interspersed with the illustrations and key phrases from the book.</p>	<p>PSHE The themes of the book lend themselves well to a wider conversation about self-esteem, bullying and friendship. There are many online anti-bullying resources available from different organisations, including.</p> <p>Music There are a wide range of composers from the 20th and 21st Century that use abstract or minimalist approaches to producing music. Children could broaden their knowledge of contemporary classical composition through listening to, discussing and appreciating a range of these, and considering how closely or otherwise they might represent the 'Troll Song' (a piece of music that A.F. Harrold confesses is probably impossible to create). After listening to a range of compositions, children could use a mixture of real, invented and electronic instruments to compose their own 'Song From Somewhere Else'. Children might use programming skills in computing to produce patterns of music or sound, or could use programs such as GarageBand or Cubase to layer sections of music and sound, adding reverb or echoes to produce a suitably ethereal and otherworldly effect.</p>
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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 by Eva Ibbotson	War Horse By Michael Morpurgo	Cosmic By Frank Cottrell-Boyce		Floodland By Marcus Sedgwick	The London Eye Mystery by Siobhan Dowd
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.	Fiction: Poetry: Write narrative poems using descriptive language, alliteration, similes and personification.	Fiction: Narrative story writing: Write a flashback story	Non-fiction: Persuasive writing: Write an advert for Infinity Park	Non-fiction: Journalistic writing: Write a newspaper report on Shenjian's mission	Fiction: Narrative story writing: Write a sequel to the novel, describing what happens after Zoe is reunited with her parents.	Non-fiction: Biographical writing: Write a letter in role as Salim to his mum after two days trapped in 'The Barracks'.
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
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.	Maps (poem) Shoes (story) Lulu (poem)	Bear (poem) Rabbits (story) (part 1) Rabbits (part 2)	Tree (story) Maker (short film) (part 1) Maker (part 2)	Visitor (poem) Home (story)	The island (story) (part 1) The island (part 2)	The Long Walk (story) The Enemy (picture book)

<p>Links to national curriculum:</p> <p>Spelling, Grammar & Punctuation</p> <p>Please refer to the SPAG LTP for a further breakdown of units and spelling lists.</p>	<p>Year 5</p> <p>Nouns, adjectives, verbs (tenses), model verbs, adverbs and adverbs of time, subject, object, verb, clauses and phrases, conjunctions, prepositions, question marks and exclamation marks, statement, question, exclamation, command, pronouns (inc possessive), determiners, noun phrases, adverbial phrases and prepositional phrases, commas in lists and after fronted adverbials, main and subordinate clauses and comma to separate subordinate and main clauses, relative pronouns and clauses and embedded relative clauses, parenthesis – brackets, dashes, double commas, antonyms and synonyms, apostrophes for omission and possession (plural), inverted commas for direct speech and comma to separate speech.</p> <p>Year 6</p> <p>Nouns, adjectives, verbs (tenses), model verbs, adverbs, subject, object, verb, clauses and phrases inc capital letters and full stops, conjunctions, prepositions, antonyms and synonyms, question marks and exclamation marks, statement, question, exclamation, command, pronouns (inc possessive), determiners, noun phrases, adverbial phrases and prepositional phrases, commas in lists and after fronted adverbials, main and subordinate clauses and comma to separate subordinate and main clauses, apostrophes for omission and possession (plural), inverted commas for direct speech and comma to separate speech, semi-colons between two main clauses and in a list, colons to separate clauses and to introduce a list, relative pronouns and clauses and embedded relative clauses, parenthesis – brackets, dashes, double commas, active and passive sentences, ellipsis, hyphen, bullet points, progressive, perfect tenses, subjunctive.</p>
<p>Writing: (Transcription/Composition)</p>	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</p> <p>Note and develop initial ideas, drawing on reading</p> <p>Draft and write by selecting appropriate grammar and vocabulary</p> <p>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</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</p> <p>Proof read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</p>
<p>Reading: (Word reading / Comprehension)</p>	<p>Read and discuss a wide range of fiction</p> <p>Read books that are structured in different ways and for a range of purposes</p> <p>Identify and discuss themes and conventions</p> <p>Discuss understanding and explore meaning of words in context</p> <p>Ask questions to improve understanding</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language</p> <p>Explain and discuss their understanding of what they have read</p> <p>Predict what might happen from details stated and implied;</p> <p>Discuss and evaluate how authors use language, impacts on the reader</p> <p>Participate in discussions about books that are read to them, building on their own and others' ideas and challenging views courteously;</p> <p>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>Speaking and Listening:</p>	<p>Maintain attention and participate actively in collaborative conversations, responding to comments about the text</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>Listen and respond appropriately to adults and peers</p> <p>Articulate and justify answers and opinions</p> <p>Use spoken language to develop understanding through speculating, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances and debates</p> <p>Consider and evaluate different viewpoints, attending to the contributions of others</p> <p>Select and use appropriate registers for effective communication</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</p>

<p><u>Cross curricular links:</u></p>			<p>Design and Technology In Design and Technology, pupils can investigate the development of mobile phone technology to design their own smartphones such as the Draxphone Liam uses in space. Prototypes can be made of these using wood frames, paper and plastic sheeting for screens so that pupils can explore size, shape and usability. Children could then write their own user guides and might also think of apps that could be useful to their user and write descriptions for these.</p> <p>Geography Using the geographical content of the book, children can explore map locations, latitude, longitude, climate of the different settings in the book, exploring their human and physical geography, for example, comparing Liam’s home town of Waterloo, Liverpool with the Gobi desert. Pupils could research the locations, write descriptions of these places, use software such as Audacity to record weather reports or write a travel guide for one of the locations in the story.</p> <p>Science This text perfectly complements the NC Year 5 PoS on Earth and Space. Concepts in the text will help put into contexts the knowledge embodied in this topic. After further study, children can write reports on aspects of space using a range of technology, draw diagrams and write explanations about processes in Space.</p> <p>History To explore a historical aspect or theme in history to extend knowledge beyond 1066, pupils can explore technological advances including the charting of the space race and subsequent space missions, including British astronauts. This will extend pupils’ knowledge of themes explored in the texts, e.g. Laika the dog, Apollo 11, Apollo 13 and Challenger. After further research and reading, children could construct timelines, write a non-chronological report on an aspect of the topic, record a radio report of a scene in history, write profiles or biographies of important historical figures.</p>	<p>PSHE This book offers a range of opportunities to cover a diversity of themes in the PSHE programmes of study including the notions of bravery and risk taking, bereavement, friendship, bullying and empathy.</p> <p>Art The children could learn the techniques that Marcus Sedgwick has used, creating wood engravings in the same style as the ones in the novel. The children might want to look at the work of illustrator and wood engraver John Lawrence to broaden their experiences. Supporting resources can be found here: http://www.illustrationcupboard.com/artist.aspx?ald=66 As part of the sequence the children could focus on the art work of William Blake.</p> <p>Geography The children could study locations featured in the novel, including the physical and human geography, comparing and contrasting the localities. The children could examine global changes in weather and climate related to the wider context of the novel.</p> <p>Science The children could study plants including the parts, life cycle and requirements for life. As part of a garden study children could satisfy components of the ‘living things and their habitats’ strand of the science programmes of study.</p>	<p>Design and Technology Children could design and build models of their own structures. If children were to design a building to replace ‘The Barracks’ what might it look like? What features would it need? How many families would it need to house and what facilities might they require? Children could create three-view drawings, section drawings, or schematic drawings to share their design, give presentations to ‘sell’ their design to the local authority and build architectural models.</p> <p>PSHE This book offers a range of opportunities to cover a diversity of themes in the PSHE programmes of study including the notions of bravery and risk taking, bereavement, friendship, bullying, self-esteem and empathy.</p>
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