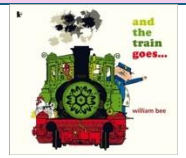
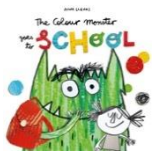
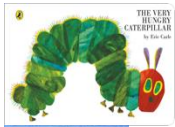
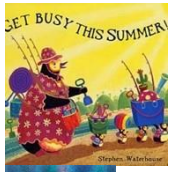
Old Moat Primary School

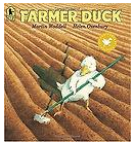
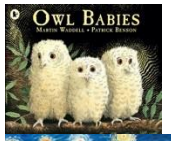
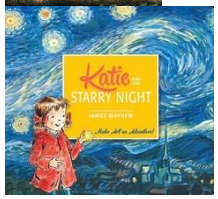
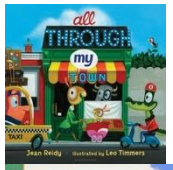
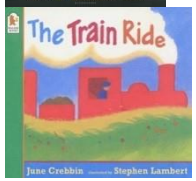
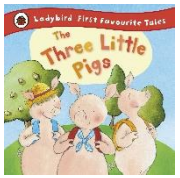
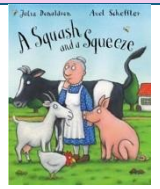
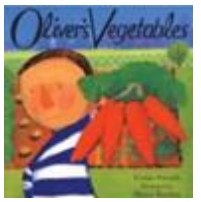
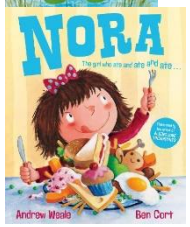
# WHOLE SCHOOL ENGLISH, HUMANITIES AND SCIENCE CURRICULUM REVIEWED SUMMER 24

## NURSERY OVERVIEW

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Big Question | Who am I? | What's that sound? | How do I feel today? | Who can help me? | What does it feel like? | What does water do? |
| Quality Texts: Focus |  | <br> | <br> |  | <br> | <br> |
| Quality Texts: Additional | Incredible You – Rhys Brisenden, Nathan Reed<br>Titch – Pat Hutchins<br>Hair Love – Matthew Cherry<br>Only One You – Linda Kranz<br>Super Duper Me – Sophy Henn | What the Ladybird Heard – Julia Donaldson<br>Stomp, Chomp, Big Roars – Kaye Umansky<br>All Join In – Quintin Blake<br>Pete the Cat – James Dean, Eric Litwin<br>Old MacDonald<br>Peace at Last – J Murphy | Ruby's Worry – Tom Percival<br>The Jar of Happiness – Ailsa Burrows<br>Kindness Makes Us Strong – Sophie Beer<br>The Worrysaurus – Rachel Bright<br>Red Red Red – Polly Dunbar | Busy People Books<br>Mog and Vee Eee Tee – Judith Kerr<br>And Tango Makes Three - Justin Richardson<br>Living with Mum, Living with Dad - Melanie Walsh | We're Going on a Bear Hunt -<br>Walking Through the Jungle – Julie Lacome<br>Over in the Grasslands – Anna Wilson<br>We All Went on Safari – Laurie Krebs | The Pigeon Needs a Bath! – Mo Williams<br>Oliver's Fruit Salad – Vivian French<br>Mr Gumpy's Outing – John Burningham<br>Wet, Wet, Wet – Helen Greathead<br>Giraffes Can't Dance |
| Literacy (English) | Little Wandle Phonics *Word Reading and Writing* | | | | | |
| | - Listen and differentiate between environmental sounds | - Learn GPCS: s a t p i n<br>- Hear initial sound<br>- Blend CVC words using oral blending and objects | - Learn GPCS: m d g o c k e<br>- Identify initial sounds<br>- Distinguish between different sounds<br>- Blend a wider range of CVC words using oral blending | - Learn GPCS: u r h b f l j<br>- Identify initial sounds<br>- Articulate sounds correctly<br>- Blend a wider range of CVC words using oral blending | - Learn GPCS: v w y z qu ch<br>- Identify initial sounds<br>- Blend a wider range of CVC words using oral blending | - Learn GPCS: ck x sh th ng nk<br>- Identify the final sounds in word<br>- Blend a wider range of CVC words using oral blending |
| | Shared Talk | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | - Saying my name: 'My name is…'<br>- Naming some people in my family (with picture prompts)<br>- Talking about school routines and rules | - Naming environmental sounds, including animals and vehicles<br>- Comparing sounds using the words 'loud' and 'quiet'<br>- Making music and talking about musical instruments<br>- Key vocabulary of cultural celebrations: Diwali, Christmas, Hannukah | - Naming emotions<br>- Beginning to articulate own likes and dislikes (with picture prompts)<br>- Beginning to identify positive and negative behaviours | - Naming some jobs and how the people doing these jobs help us<br>- Naming some workplaces: i.e. 'A doctor works in a hospital.'<br>- Naming emergency vehicles<br>- Role playing familiar characters | - Comparing by touching (textures), tasting (fruits and vegetables) and looking (habitats)<br>- Comparing – habitats, fruit, and vegetable of the UK to Africa<br>- Talking about experience of caterpillar transforming to butterfly, eventually recounting this | - Talk about the uses of water, from experiences and from stories<br>- Name the body parts of a fish (compare to humans, with support)<br>- Talk about Summer weather and activities |
| | <u>Writing</u> | | | | | |
| | *Please refer to EY2P's Writing Moderation Exemplification for exemplification materials showing progress in writing from Birth to Three into Nursery.*<br>Throughout the year, children will be encouraged to make marks in the provision during their independent play. Following Old Moat's handwriting policy, pupils will first learn to correctly form Beery's prewriting shapes. When children begin exploring GPCs in Autumn 2, these will be modelled by adults. Children will be encouraged to write their name from Autumn, with the expectation of being able to write their name successfully by the end of Summer. | | | | | |
| | - Observe my teacher writing children's names and single words, so I know words have meaning | - Observe my teacher writing labels, short captions and lists | - Observe my teacher writing labels, word maps and cards with 'to' and 'from' | - Observe my teacher writing short captions and letters with 'to' and 'from' | - Observe my teacher writing short sentences and on story maps<br>- Attempt to mark make in a whole class setting (whiteboards, clipboards) | - Observe my teacher writing short sentences and on story maps<br>- Attempt to mark make in a whole class setting (whiteboards, clipboards) |

# RECEPTION OVERVIEW

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Big Question | What makes a friend? | What do I see? | Where will I go? | What is my favourite story? | What makes me strong? | |
| Quality Texts: Focus |   |   |   |   |   |   |
| Quality Texts: Additional | Cleversticks – Bernard Ashley<br>My Shadow is Pink – Scott Stuart<br>Ruby's Worry – Tom Percival<br>Ravi's Roar – Tom Percival | Can't You Sleep, Little Bear? – Martin Waddell<br>Night Light – J Dutro<br>Funnybones – Janet & Allen Ahlberg<br>The Best Diwall Ever – Ronali Shah | Oi! Get Off Our Train – John Burningham<br>Katie in London – James Mayhew<br>Coming to England – Floella Benjamin<br>Meg's Car – Helen Nicoll | Princess Cinders - Babette Cole<br>Three Little Wolves and the Big Bad Pig<br>Goldilocks – Allan Ahlberg<br>Hansel and Gretel – Bethan Woolvin | The Extra Ordinary Gardener – Sam Boughton<br>Gigantic Turnip – Niamh Sharkey<br>Farm Chase – Rod Campbell<br>Farmyard Hullabaloo | The Burbee Bears – Joe Wicks<br>I am Hungry – Michael Rosen<br>The Disgusting Sandwich – Gareth Edwards<br>Wolfie's Secret – Niccala Senior |

| | | | | | | |
|---|---|---|---|---|---|---|
| Literacy (English) | Little Wandle Phonics *Word Reading and Writing* | | | | | |
| | • Learn GPCS: s a t p i n m d g o c k ck e u r h b f l<br>• Read tricky words: is I the<br>• Orally segment and blend<br>• Read and, with support, write CVC words | • Learn GPCS: ff ll ss j v w x y z zz qu sh th ng nk<br>• Read tricky words: as and has his her go no to into she he of we me be<br>• Read and write CVC words<br>• Read and write short sentences<br>• Read words with -s added at the end | • Learn GPCS: ai ee igh oa oo oo ar ur ow oi ear air er<br>• Read tricky words: was you they my by all are sure pure<br>• Read and write words with double letters: dd mm tt bb rr gg pp ff<br>• Read longer words with two syllables | • Read and write words with two or more digraphs<br>• Read and write words ending in -ing<br>• Read and write compound words<br>• Read and write words with -es at the end | • Read tricky words: said so have like some come love do were here little says there when what one out today<br>• Reading and write longer words<br>• Read and write words ending in -ed | • Secure spelling of tricky words<br>• Consolidation period |
| | Shared Talk | | | | | |
| | • Articulating own likes and dislikes<br>• Comparing - finding differences and similarities between peoples' physical attributes<br>• Identifying positive and negative behaviours | • Comparing - darkness and light<br>• Describing - sunset and sunrise; Van Gogh's artwork<br>• Key vocabulary of cultural celebrations: Diwali, Christmas, Hannukah<br>• Naming and describing nocturnal animals<br>• Reading letters | • Naming buildings, professions, and vehicles – make links between these<br>• Categorise vehicles, in a range of ways, and state why<br>• Use a key when drawing maps<br>• Begin formulating stories; person, vehicle, and place | • Recounting familiar stories in greater detail<br>• Adapting stories – changing character, setting, problem<br>• Understanding and using a range of adjectives<br>• Articulating why a material is fit for purpose | • Comparing – fruit and vegetables; extending use of adjectives<br>• Comparing – habitats and livestock, fruit, and vegetable of the UK to Africa and Asia<br>• Understanding and recalling the planting process (read instructions)<br>• Naming farm animals' young<br>• Begin to understand agriculture as food source | • Understand, follow and formulate written recipes<br>• Articulate simple aspects of a healthy lifestyle and balanced diet: healthy and treat foods; exercise<br>• Categorise items with increased understanding and ability to describe why |
| | Writing | | | | | |
| | • Opportunities for name writing<br>• Labelling of pictures<br>• I am… sentences | • I can… sentences<br>• I can see… sentences<br>• Writing letters with 'to' and 'from' | • We will go to… sentences<br>• He/she will go to… sentences<br>• They will go to… sentences<br>• We went to… sentences<br>• They went to… sentences | • I will… speech bubbles<br>• Beginning to extend writing<br>• Unstructured sentence writing – various compositions | • Look at my… sentence<br>• The… sentences<br>• Continuing to extend writing and write with various compositions | • First… Second… instruction writing<br>• Writing recounts<br>• Continuing to extend writing and write with various compositions |

| Year 1 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **H/G** | **What will Beegu find if she explores our local area, Withington?** | | **How are my toys different to my grandparents'? D.C. Similarity and difference** | | **How have important people changed the way we travel around Manchester. D.C. Change and continuity** | | **How have important people changed the way we travel around Manchester. D.C. Change and continuity** | | **Why are Mary Seacole and Edith Cavell significant people? D.C Historical significance** | | **What will I find if I explore my city, Manchester?** | |
| **UNCRC** | **27, 31** | | **31, 16, 17, 32** | | **31, 23, 29** | | **31, 23, 29** | | 29 | | **6, 8, 9, 10, 23, 24, 25** | |
| **Science** | What materials can we use to keep Beegu dry? | | How do the seasons impact on what we do? (seasons and weather) | | Which plants would you find in our school garden? | | | | How are animals different to each other? | | | |
| **English** | **Non-Fiction** Letters (introducing self to teacher) | **Fiction** What happened to you? By James Catchpole | **Non-fiction** Wanted poster for the gingerbread man | **Fiction** The Gingerbread Man Non-fiction – if time: Recount of making gingerbread | **Fiction** The Naughty Bus by Jan Oake | **Non-Fiction** – Recount) of trip/event children have experienced Teacher model text | **Fiction** Three Little Pigs | **Non-Fiction** My Big Book of Transport Moira Butterfield | **Fiction** Billy and the Beast by Nadia Shireen | **Non-Fiction** Big Book of Beasts by Yuval Zommer Information texts on animals | **Poetry** Animal poems from Tiger, Tiger Burning Bright Write animal shape poems – | **Fiction** The Great Explorer by Chris Judge |
| **Reading Spine** | Traditional Tales Beegu | | The Owl who was afraid of the Dark by Jill Tomlinson | | Author focus: Martin Waddell | | The Three Little Pigs and the Big Bad Wolf by Eugene Trivizas | | Author focus: Julia Donaldson | | Teacher and class choice | |
| **Poetry** | Seasons of Trees by Julie Holder The Works KS1 p246 – concrete poems on leaf frames | | Christmas songs/poetry eg Snowed In by Pie Corbett The Works KS1 p245 | | | | The Wheels on the Bus – action rhyme for performing out loud Letters to the Three Pigs by Clare Bevan – see curriculum folder | | | | Animal Poems from *Tiger, Tiger Burning Bright! Anthology* | |

| Year 2 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **H/G** | **What is a continent?** | | **How are Manchester and Nairobi the same and different?**<br>**D.C. Similarity and difference** | | **Why is Ruby Bridges a significant person?**<br>**D.C. Historical significance** | | **What caused the Bubonic Plague and what were the consequences?**<br>**D.C Cause and consequence?** | | **How has the British monarchy changed since King Henry VIII?**<br>**D.C. Continuity and change** | | | |
| **UNCRC** | **29, 9, 10, 30, 14, 27, 22** | | **29, 9, 10, 30, 14, 27, 22** | | **12, 19, 30, 29, 5, 7, 30,** | | **24, 25** | | 14, 18 | | 14, 18 | |
| **Science** | How do plants grow? | | What materials would you use to build your house? | | Where do plants and animals live? | | | | How do animals grow? | | | |
| **English** | **Fiction**<br>Mama's Sleeping Scarf by Chimamanda Ngozi Adichie writing as NWA Grace James | **Non-Fiction**<br>Recount of an experience the children have had recently<br>Teacher model text | **Fiction**<br>Tell me a Dragon by Jacki Morris<br><br>Little Red Riding Hood | **Non-Fiction**<br>Africa, Amazing Africa by Atinuke<br>Information texts about England or Kenya | **Fiction**<br>Where the Wild Things Are by Maurice Sendak<br>Character descriptions of the Wild Things/stories | **Non-Fiction**<br>Instructions How to Read a Story by Kate Messner<br><br>Grow! By Rizanino Rezes | **Fiction**<br>Jack and the Beanstalk | **Non-Fiction**<br>Teacher model persuasion – teacher model text<br>Ask police to investigate Jack/crime scene in classroom | **Fiction**<br>The Pet Potato by Josh Lacey, illustrated by Momoko Abe | **Non-Fiction**<br>Big Book of Bugs<br>By Yuval Zommer<br>Information texts about bugs | **Poetry**<br>If I had wings by Pie Corbett<br>Repetitive structure/ List poem | **Non-Fiction**<br>Return to How to Read a Story by Kate Messner<br>Plus teacher model<br>Instructions linked to DT |
| **Reading Spine** | Author focus: Nick Sharratt | | Little Red Riding Hood and the Sweet Little Wolf by Rachael Mortimer | | Amazing Grace by Mary Hoffman | | Trad tales plus trad tales from other cultures | | Author focus: Anthony Browne | | Teacher and class choice | |
| **Poetry** | The Masai Girls by Benjamin Zephaniah | | Read Me and Laugh by Gaby Morgan<br>Perf: Christmas songs and poetry | | Perf: Mirror Friends by Jamila Gavin KS1 The Works p167 | | Poems throughout the seasons by Joseph Coelho | | Poems throughout the seasons by Joseph Coelho | | Poetry writing unit | |

| Year 3 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **H/G** | **What causes earthquakes and volcanic eruptions?**<br><br>**(natural disasters)** | | **Why are rivers important?**<br><br>**(water cycle, find rivers and source on a map)** | | **How did Britain change from the Stone Age to Iron Age?**<br>**D.C Change and continuity** | | | | **How did the Ancient Greeks influence life in Britain?**<br>**D.C. Significance** | | **What caused the Industrial Revolution in Manchester?**<br>**D.C. Cause and consequence** | |
| **UNCRC** | **29, 30, 24, 27** | | | | **7, 30, 32, 27, 38** | | | | **17, 27, 28, 29** | | **37, 35, 36, 28** | |
| **Science** | How are rocks different to each other? | | How are shadows created? | | Why are skeletons and muscles important? | | | | How are seeds made? | | What is a magnet? | |
| **English** | **Fiction**<br>Wolfboy by Andy Harkness | **Non-fiction**<br>Little People Big Dreams Treasury Biographies Read Aretha Franklin and take notes Shared write biography of Stevie Wonder. | **Fiction**<br>The Tunnel by Anthony Browne | **Non-fiction**<br>Persuasion Teacher model text Write to Mrs Collier to persuade her to buy books | **Fiction**<br>Jumanji by Chris van Allsburg | **Non-fiction**<br>Instructions How to Wash a Woolly Mammoth by Michelle Robinson | **Fiction**<br>The Green Ship by Quentin Blake | **Non-fiction**<br>Recount unit Teacher model Recount an event from school life | **Fiction**<br>Greek Myths & Legends Theseus and the Minotaur Horowitz version (6 copies of text for GR) | **Non-fiction**<br>Greek Gods and Heroes by Sylvie Baussier<br><br>Non-chron reports on Greek Gods | **Non-fiction**<br>The Proudest Blue by Ibtihaj Muhammad Persuasive speeches to characters | **Poetry**<br>Volcano Poem - Poems for the Classroom Volcano by Kia West Pupils write own acrostic poems and perform |
| **Reading Spine** | The Last Garden by Rachel Ip | | The Weed by Quentin Blake | | The Iron Man by Ted Hughes | | The Iron Man by Ted Hughes | | Author focus: Flat Stanley by Jeff Brown | | Teacher and class choice | |
| **Poetry** | The Cave by Tony Mitton The Works KS1 p107 – link to poems about The Tunnel | | Perf: Christmas poetry | | Teacher and class choice | | The Minotaur, by Rachel M. Nicholas | | Teacher and class choice | | Volcano poetry | |

| Year 4 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **H/G** | How is my life different to the life of a Victorian child?<br>D.C. Similarity and difference | | How did the Roman Empire change life in Britain?<br>D.C. Change and continuity | | How did the Roman Empire change life in Britain?<br>D.C. Change and continuity | | **Why is the Amazon so important?** | | **What will I find if I explore the North -West of England?** | | **What is different and the same about the North-West of England and Cataluña in Spain?** | |
| **UNCRC** | **12, 27, 28, 31, 35** | | **19, 9, 35, 38** | | **19, 9, 35, 38** | | **27, 29, 30** | | **2** | | **31, 29, 14** | |
| **Science** | What happens to the food we eat? | | How does sound travel? | | Is water always a liquid? | | How does electricity flow? | | How can plants and animals be grouped? | | | |
| **English** | **Fiction**<br>Umbrella by Elena Arevalo Melville | **Poetry**<br>City Jungle by Pie Corbett (The Works KS2 p.123)<br><br>Write own Victorian Jungle poems using personification<br>Oracy: perform out loud | **Fiction**<br>Street Child Diaries | **Non-fiction**<br>Persuasion Teacher model text<br>Persuasive letters to local businesses about single-use plastic | **Fiction**<br>The Labours of Hercules (Beat the Monster)<br>Graphic novel by Blake Hoena<br>Plus teacher model text (Non-fiction: Recount of trip to Chester if time) | **Non-fiction**<br>The Romans and their Many Gods<br>Baby Professor Non-chron reports about Roman gods | **Fiction**<br>Contact by Malorie Blackman | **Non-fiction**<br>First News Newspaper Recounts<br><br>discovery of the finding of the uncontacted Amazon tribe<br>Click here | **Fiction**<br>The Giant's Necklace by Michael Morpurgo | **Non-fiction**<br>Big Book of the UK<br><br>Persuasion radio advertisements to entice visitors for staycations in Britain (written and oracy outcome) | **Fiction**<br>Roald Dahl playscripts<br><br>Focus on layout and adverbials for stage directions<br>Oracy: perform out loud | **Non-fiction**<br>Big Book of the UK<br>Non-chron reports on Spain/ North West England to complement geography curriculum work |
| **Reading Spine** | Street Child by Berlie Doherty | | Coming Home by Michael Morpurgo | | Myths and Legends (particularly Roman ones) | | The Firework-Maker's Daughter by Philip Pullman | | Tony Ross Shakespeare series | | Teacher and class choice | |
| **Poetry** | City Lights by Margaret Greaves (The Works KS2 p. 121)<br>City Jungle – Pie Corbett (The Works KS2 p.123) | | Names by Brian Moses – (environment)<br>Night Before Christmas (learning by heart) | | Michael Rosen collection – Children's Poetry Archive<br>Let's Explore Poets, Collections and Interviews \| Children's Poetry Archive | | Michael Rosen collection – Children's Poetry Archive<br>Let's Explore Poets, Collections and Interviews \| Children's Poetry Archive | | Poetry for Kids: William Shakespeare by Marguerite Tassi | | Poetry for Kids: William Shakespeare by Marguerite Tassi | |

| Year 5 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **H/G** | **How is time different around the world?** | | **What is different and the same about the Lake District in the UK and the Great Lakes in North America?** | | **What was significant about the British Empire?**<br>**D.C. Historical significance** | | **What was significant about how Ancient Egyptians lived?**<br>**D.C. Historical significance** | | **What caused WW2 and what were the consequences?**<br>**D.C. Cause and consequence** | | **What significant contribution did Alan Turing make to the world?**<br>**D.C. Historical significance** | |
| **UNCRC** | **22, 31, 30, 29** | | **2, 7, 19, 31, 27, 29, 30** | | **2, 7, 20, 19, 22, 30, 27, 32, 35** | | **2, 13, 14, 24, 28** | | **27, 28, 32** | | **14, 19, 17, 28, 29** | |
| **Science** | How are forces helpful? | | What can we find out about our solar system? | | What is an irreversible reaction? | | | | How do humans change as they get older? | | How do plants and animals reproduce? | |
| **English** | **Fiction**<br>The Explorer by Katherine Rundell | **Non-fiction**<br>Newspaper Recount<br>First News<br>Amazon Plane Crash | **Fiction**<br>Short extract from Skellig plus The Twig Man by Sana Rasoul | **Non-fiction**<br>Persuasion Teacher model<br>Leaflet persuading travellers to go to USA | **Fiction**<br>When Stars are Scattered by Omar Mohamed<br>Diary entries | **Non-Fiction**<br>Information texts about British Empire | **Fiction**<br>Elf Road by Pie Corbett (portal story) plus Chn write Ancient Egypt portal story | **Non - Fiction**<br>Instructions<br>Teacher model<br>"How to create a mummy" | **Fiction**<br>Rose Blanche by Roberto Innocenti<br>Diary entries | **Poetry**<br>War Poetry<br>30 Poems About World War Two - The Teaching Couple<br>Also click here for Twinkl pack of poems<br>Free verse war poems<br>Oracy – perform out loud | **Non-fiction**<br>Little Lives Treasury<br>Shared write: biography of Alan Turing<br>Hot write: choice offered | **Fiction**<br>Narrative<br>Friend or Foe by Michael Morpurgo |
| **Reading Spine** | The Explorer by Katherine Rundell | | Twig Man by Sana Rasoul | | When Stars are Scattered by Omar Mohamed | | Unheard Voices by Malory Blackman (do not read Cane River) | | Time Travel to the Blitz by Sophie McKenzie | | Friend or Foe by Michael Morpurgo<br>Teacher and class choice | |
| **Poetry** | The River by Valerie Bloom | | The Malfeasance by Alan Bold | | Joseph Coelho poems Black Poets | | Read out loud: Daffodils by William Wordsworth | | War poetry | | Read out loud The River by Valerie Bloom | |

| Year 6 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
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| H/G | **How did the Vikings and Anglo Saxons change Britain?**<br>**D.C Change and continuity** | | **What was significant about the Islamic Civilisation?**<br>**D.C Historical significance** | | **What was the cause and consequences of the Peterloo Massacre in Manchester?**<br>**D.C. Cause and consequence** | | **Where is the highest mountain in the world?** | | **How has British society changed over time?**<br>**D.C. Change and continuity** | | | |
| UNCRC | **19, 9, 35, 38** | | **17, 8, 13, 24** | | **2, 37, 35, 36, 28** | | **14, 29.30** | | **7, 8, 9, 19, 22, 32** | | **7, 8, 9, 19, 22, 32** | |
| Science | How does light travel? (Light – link to Bright Day) | | How can the electrical current be changed? | | Why are plants and animals grouped? | | What is evolution? | | Why is the human circulatory system important? | | | |
| English | **Non-fiction**<br>Persuasive letters to be on Pupil Leadership Team<br>Plus Newspaper Recounts of the sacking of Lindisfarne | **Fiction**<br>Beowulf by Michael Morpurgo<br>The Hobbit by JRR Tolkien (extract-description of Smaug) | **Non-fiction**<br>Non-chron reports of Viking Gods<br>100 Facts about Norse Mythology by Marc Dresgui | **Fiction**<br>Way Home by Libby Hathorn | **Poetry/narrative/recounts/information**<br>The Highway Man by Alfred Noyes<br>Story and diary entries plus non-chron report on highwaymen | **Non-fiction**<br>Persuasion Speak Up ! By Adora Svitak<br>Speech about whether animals should be kept in captivity (Written and oracy outcome) | **Fiction**<br>Narrative, persuasion and diaries Fox by M. Wild<br>Diary entries for Dog and Magpie, Write an ending for the story plus persuasive "Dog of the Year" letters | **Non-fiction**<br>Various information sources<br>Non-chron reports on animals from the story | **Poetry**<br>The British by Benjamin Zephaniah<br><br>Children choose form for outcome | **Non-fiction**<br>Coming to England by Floella Benjamin<br>Plus teacher model newspaper<br>Newspaper recounts of Windrush arrival | **Fiction**<br>The Lion Above the Door by Onjali Q Rauf | **Non-fiction:=**<br>I am Malala By Malala Yousafzai<br>Biographies of prominent diverse British citizens |
| Reading Spine | Beowulf by Michael Morpurgo | | Snow in Jerusalem by Deborah da Costa | | Blackberry Blue by Jamila Gavin | | Blackberry Blue by Jamila Gavin | | Teacher and class choice | | Coming To England by Floella Benjamin | |
| Poetry | | | Witches' Chant by Shakespeare – performing out loud | | What is the Sun? By Wes Magee The Works KS1 p252, Moon by Gareth Owen, Silver by Walter de la Mara - write poems | | The panther by Rainer Maria Rilke (Barefoot Book of Classic Poems p. 67) | | Poetry by Benjamin Zephaniah – We are Britain | | Poetry by Benjamin Zephaniah – We are Britain | |

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| | | | about the moon in the Highwayman<br>Also link to Windy Nights by Robert Louis Stevenson (Barefoot Book of Poetry p. 72) | | | |