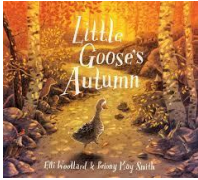
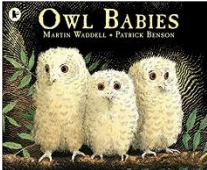
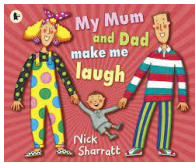

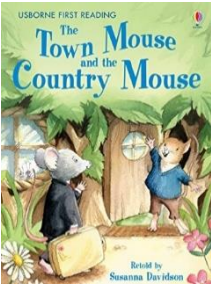
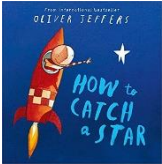
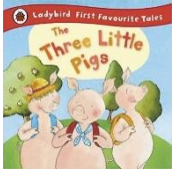
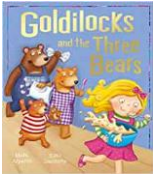


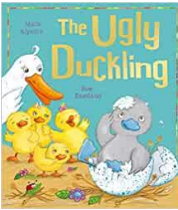
	Fiction Stories:	Rhymes	Non-fiction
<p><b>Nursery</b></p> <p><b><u>Autumn 1:</u></b> All About Me Autumn</p> <p><b><u>Autumn 2:</u></b> Daytime/Night time</p> <p><b><u>Spring 1:</u></b> Winter</p> <p><b><u>Spring 2:</u></b> Spring and Life Cycles</p> <p><b><u>Summer 1:</u></b> Mini-beasts</p> <p><b><u>Summer 2:</u></b> Summertime</p>	<p><b><u>Autumn 1:</u></b></p> <div><p><b>Little Goose's Autumn</b> This story introduces the children to migration and the instincts of different animals. This uplifting tale of a lively young goose finding her place in the world.</p><p>As summer fades to autumn, a lively young goose feels a change in the air and senses she has something important to do - but <i>what</i>? The beavers are chopping wood, the squirrels are storing nuts in the ground and the bears are busy building a den. The plucky little goose tries to join in, but without great success. She realizes her wings weren't built for chopping wood, or burying food, or building a den, but they <i>were</i> built for something magnificent - they were built for flight. The children learn about the different places in the world and how the weather changes across the globe.</p></div> <div><p><b>Owl Babies</b> Another text that the children are introduced to early on in nursery. Owl Babies offers a safe and secure opportunity to explore separation anxiety and the worries that children naturally experience. The story allows children to look at the situation of a parent going away through the eyes of Sarah, Percy and Bill and explore their own feelings. It also reinforces the idea that the situation will be resolved, if a parent goes away they will come back. If Mummy leaves you at nursery she will come and pick you up.</p></div> <div><p><b>My Mum and Dad make me laugh</b> Mum is crazy about spots - spotty clothes, spotty wallpaper, spotty games like dominoes; Dad loves stripes - stripy suits and stripy ties, stripy humbug sweets. This all makes their son laugh. This book creates the conversation and discussion around the children's families and how they're all different. This is a great way to introduce the children to diversity and celebrate ourselves and others</p></div> <p><b><u>Autumn 2</u></b></p> <div><p><b>Pink is for boys</b> Pink is for boys . . . and girls . . . and everyone! This picture book rethinks and reframes the stereotypical blue/pink gender binary and empowers children to express themselves in every colour of the rainbow. Featuring a diverse group of relatable characters, this book invites and encourages girls and boys to enjoy what they love to do. This story provides a powerful message that life is not colour coded.</p></div> <div><p><b>The Town Mouse and the Country Mouse</b> This delightful story, retold in picture book format, tells of two friends who lead different lives, reminding us that there's no place like home. This story is perfect to introduce children that we all have likes and dislikes. It is also a great to introduce different places where we lives and what our local environment looks like compared to others.</p></div> <div><p><b>How To Catch a Star</b> This is a magical tale about reaching for dreams and unexpected discoveries. This text really supports our topic of daytime/nighttime and supports Understanding The World. We can explore night sky, stars and the moon. We can also talk about the shorter days and longer nights, hibernation, nocturnal animals. Perfect for all of our little stargazers. A perfect story for explaining to the children that it's important to have some resilience and determination and to not give up.</p></div> <p><b><u>Spring 1:</u></b></p> <div><p><b>The Three Little Pigs</b> This story book is perfect for encouraging model making in nursery. The children can plan and build their own piggy house using a variety of different resources and materials and using different joining techniques. Like other tradition tales, this story has a repeated rhyming phrases that allow the children to join in and to re-tell the story using the props.</p></div>	<p><b>In nursery the children take part in 'The Nursery Rhyme Challenge'</b></p> <p><b>These nursery rhymes will be learnt by heart by the end of EYFS:</b></p> <ul style="list-style-type: none"><li>• The Grand Old Duke of York</li><li>• Humpty Dumpty</li><li>• Incy Wincy Spider</li><li>• Jack and Jill</li><li>• I'm a Little Teapot</li><li>• Twinkle twinkle</li><li>• Row row row your boat</li><li>• Hey Diddle Diddle</li><li>• Baa baa Black Sheep</li><li>• Mary Mary Quite Contrary</li><li>• Little Bo Peep</li></ul>	<p>Non-fiction books help to build up vocabulary around our topics in nursery. Non-fiction books are chosen to match the areas of provision.</p> <p>These include;</p> <p>Diversity Houses and homes Construction Birds Wildlife Butterflies Life cycles Dinosaurs Animals PSED- Tidy time, friendships Holidays Seaside Water Countries Farms</p>



**Goldilocks and the Three Bears**

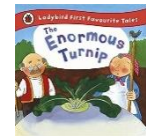
Another traditional tale brings with it some great PSED discussions around rule breaking and discussions around character profiles. The children can answer some philosophical questions around the text; Why did Goldilocks run away, how do you think the bears felt that someone was in their house without their permission? How do the bears feel that Goldilocks ran away with no explanation or apology? What could be another way to end the story? This story links well with ‘Managing Feelings and Behaviour’ and discussion around sharing.

Spring 2:



**The Ugly Duckling**

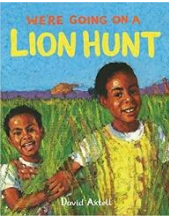
This traditional tale is about being friends with someone who is different to you. This story fits in with out PSED of understanding that everyone is different, everyone has different beliefs. It leads the discussions around feelings and that it is ok to feel that way. Why does the duck feel sad/worried, what makes us feel like this?



**The Enormous Turnip**

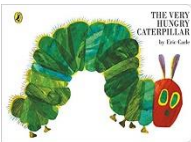
This is a progressive story, in which a grandfather plants a turnip, which grows so large that he cannot pull it up himself. He asks the grandmother for help, and they together still cannot pull it up. Successively more people are recruited to help, until they finally pull the turnip up together. The ordering of the people and animals can vary, it is important to read different versions of discuss the differences. The moral of this story is that of collaboration, and that if we all work together, we can do anything. We can look at difference vegetables and cook some vegetable sou. This story also lends itself well to the discussions around healthy and unhealthy food and where food comes from.

Summer 1:



**We're Going on a Lion Hunt**

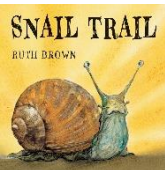
A diverse story of two sisters are out looking for a lion – a lion that lives on the African savanna. The girls go through swishy swashy long grass, a splishy splashy lake, and a Big Dark Cave. When they finally meet their lion, they have to run, run, run through it all again to get back home. Again, this book sees the children on an adventure, introducing different landmarks.



**The Hungry Caterpillar**






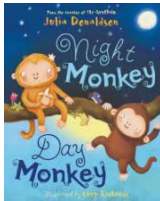
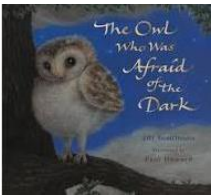
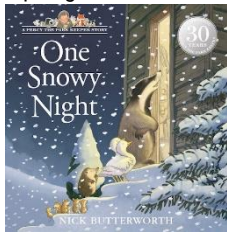
This story lends itself well to life cycles and new life. We watch caterpillars turn into butterflies and watch as we set them free. The story shows the growth of a caterpillar into a beautiful butterfly. From this we explore how animals can change over time. We also explore what foods are healthy and unhealthy and what helps us to grow!

Summer 2:

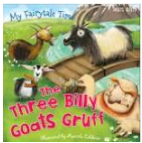


**Snail Trail**

Slimy Snail sets out on an adventure, up a hill, through a tunnel, and on and on. When he finally comes to rest in a dark cave, we take a look at the trail he's left, and discover just where he's been travelling. This story is great for positional language. It is also a great text for mapping skills.

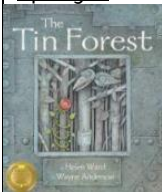
	<div></div> <div><b>Jack and the Beanstalk</b> This story lends itself to our theme of growing. In the summer, everything grows fast and beautiful, just like Jack's beanstalk. We learn about the different characters in the story and the types of people they are. We grow our own sunflowers and plants our own beans.</div>		
<div><b>Reception</b>  <b><u>Autumn 1:</u> What do I know about Me?</b>  <b><u>Autumn 2:</u> Does Everything have a shadow?</b>  <b><u>Spring 1:</u> How do things work?</b>  <b><u>Spring 2:</u> Growing</b>  <b><u>Summer 1:</u> Is it an insect?</b>  <b><u>Summer 2:</u> Journeys</b>     <u>Traditional tales:</u> Aut1 – Little Red Hen  <u>Fairy Tales:</u> Aut2: The three billy goats gruff Spr1: Jack and the Beanstalk  <u>Repetitive texts:</u> The Little Red Hen – Aut 1 Jack and the Beanstalk – Spr2</div>	<div><u>Autumn 1:</u> <div></div><div><b><i>The Dot</i> by Katherine P. Haydon</b> - Is one of the first picture books that we explore in Reception. It looks at a very sensitive teacher and a doubting child. It looks at the power teachers can have to support and empower children into <b>believing in themselves</b>- great for PSHE focus.</div></div> <div><div></div><div><b><i>The Colour Monster</i> by Anna Llenas</b> is another key text early on in Reception as it explores feelings and emotions linking in with PSHE perfectly. It features a monster whose emotions are all muddled up but with the help of his friend, his emotions are all organised in jars to enable him to better understand them. Once his emotions are separated and given a colour, a new colour emerges giving the children the opportunity to guess how the monster is feeling now. Key vocab: <i>Feelings, emotions, scared, excited, happy, sad, angry, upset</i></div></div> <div><div></div><div><b><i>The Rainbow Fish</i> by Marcus Pfister</b> is another powerful story that helps young children think about <b>kindness</b> and <b>generosity</b> and how it makes you feel happy. Beautifully illustrated, it takes the children under the sea on a little fish's journey to realise that being the most beautiful fish but being unkind, made him very lonely. Key vocab: <i>selfish, unkind, kind, share, lonely, included, share</i></div></div> <div><div></div><div><b><i>The Little Red Hen</i></b> The repetitive text in this book enables the children to join in with this story. It looks at a hen who despite asking for help from other animals, carries on and completes the task all by herself. It offers a great opportunity to discuss <b>resilience</b> and how you don't always need help to get the job done. It also contains some Phase 2 tricky words- 'no', 'I' and 'the' which can be spotted by the children. Key vocab: <i>determined, selfish, hardworking, reap the rewards</i></div></div> <div><u>Autumn 2</u> <div></div><div><b><i>Day Monkey Night Monkey</i> by Julia Donaldson</b> This story look at <b>friendships</b> and how you can be very different and like different things but still be friends. This links in well with PSHE but also with STEM activities and our shadow topic work as the children think about the differences in what the monkeys will see in the day and at night. Key vocab: <i>Night, day, light, dark, shade, sunlight, moonlight, shadow, cast, different, unique, similar</i></div></div> <div><div></div><div><b><i>The Owl Who was Afraid of the Dark</i> By Jill Tomlinson</b> Plop the baby owl faces his fears and tries to find out all he can about the dark. It's a long process but eventually, Plop learns that the dark isn't so scary after all. A beautiful picture book that teaches children to <b>never give up</b> and <b>face your fears</b>. Leads itself to the children creating their own poems- Dark is... and for PSHE discussion about things we are afraid of. Links also with fireworks Key vocab: <i>Scared, afraid, persistent, dark, fluffy, plump, perfect, soft.</i></div></div> <div><u>Spring 1</u> <div></div><div><b><i>One Snowy Night</i> by Nick Butterworth.</b> This story is about Percy the park keeper and all the animals in the park in Winter. Percy feeds the animals who live in the park, but one night, the animals need more than just food. This story introduces talk about what animals do in Winter and how many animals do different things; such as hibernate, or migrate. It is a great hook into DT for the children, stimulating ideas about different buildings they could create for the mouse who has no room in Percy's hut. The children develop this further thinking carefully about what the mouse might need to keep warm. Key vocab: <i>winter, hibernate, friendship, migrate,</i></div></div>	<div><b>These nursery rhymes will be learnt by heart by the end of EYFS:</b><ul style="list-style-type: none"><li>• The Grand Old Duke of York</li><li>• Humpty Dumpty</li><li>• Incy Wincy Spider</li><li>• Jack and Jill</li><li>• I'm a Little Teapot</li><li>• Twinkle twinkle</li><li>• Row row row your boat</li><li>• Hey Diddle Diddle</li><li>• Baa baa Black Sheep</li><li>• Mary Mary Quite Contrary</li><li>• Little Bo Peep</li></ul></div>	<div>Non-fiction books are always on display in the classrooms alongside topic displays and areas of interest to the children.  This includes books about colour in The Studio</div>



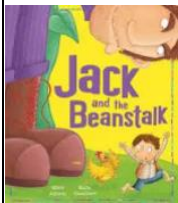


**The Three Billy Goats Gruff**  
This classic fairy tale lends itself to exploring adjectives, prepositions / location concepts, descriptive concepts (i.e. size- little, medium, big) sequencing and narrative retelling. It is perfect for role play. It's a great starter for DT as the children have a go at creating their own bridges strong enough to hold goats and trolls. It has the traditional beginning to discuss with the children.  
Key vocab: *Once upon a time, big, medium, small, smallest, biggest, unkind, selfish,*

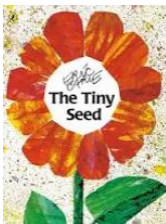
Spring 2



**The Tin Forest by Helen Ward and Wayne Anderson** is a stunning and moving picture book which highlights the importance of *looking after our planet* but also *recycling, resilience* and *having dreams and aspirations*. This is a perfect text to use as a starter for all of these discussions.  
Key vocab: *Wide, windswept, junk, recycle, change, create, dream, real, lonely, kind, caring, animal names*



**Jack and the Beanstalk**  
This classic fairy tale fits in well with our growing topic and STEM activities growing beans, measuring, cooking beans, etc. It also provides opportunities for some hot seating and discussing did the giant do anything wrong? What should Jack of done? The children enjoy joining in with the **repetitive refrains** and provides opportunities for spotting speech marks and punctuation including exclamation marks.  
Key vocab: *giant, huge, enormous, poor, poor, scared, cross, furious, angry, hidden, capture, disobedient, winding, twisting, brave*



**The Tiny Seed by Eric Carle** compliments Jack and the Beanstalk and the continuation of the growing topic work. It lends itself to work on lifecycles of flowers, maths and measuring.  
Key vocab: *plant, seed, grow, bud, shoot, seedling, tall, taller, tallest, sunlight, water, soil*

Summer 1

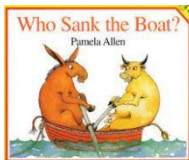


**The Very Hungry Caterpillar by Eric Carle** Chosen to complement our 'Is it an Insect?' topic. It also supports learning the days of the week and PSHE thinking about healthy and unhealthy foods. It is perfect to explore the word 'symmetrical' 'metamorphosis' and for looking at character descriptions and sequencing.  
Key vocab: *metamorphosis, change, chrysalis, change, days of the week, greedy, warm*



**Monkey Puzzle by Julia Donaldson and Axel Scheffler** The perfect book to look at *rhyming patterns*, adjectives and life cycles. A great text for the children to guess which animal is next. Can they describe a creature for their friends to guess? This book covers describing, differences and predicting and fits in with our 'Is it an insect?' topic. Key vocab: *shriek, curl, coil, baggy, joke, croak, bigger, smaller*

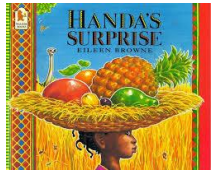
Summer 2



**Who Sank the Boat? By Pamela Allen**  
A lovely story to discuss STEM concepts heavy/light, empty/full, and float/sink and sequencing. It's a great story to get children thinking if the mouse could have possibly sunk the boat when it is the lightest of all the animals in the boat. Great for prediction opportunities and to discuss our topic of 'Journeys'  
Key vocab: *light, heavy, lightest, heaviest, balance, sink, sank, empty, full, float, sink*



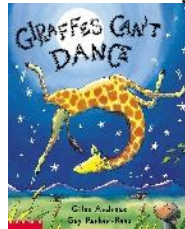
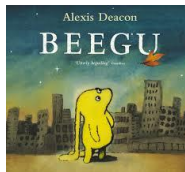
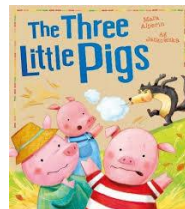
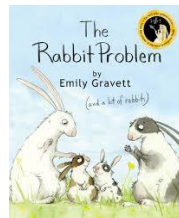

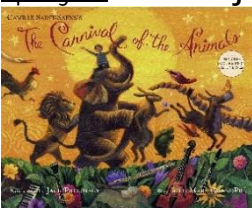

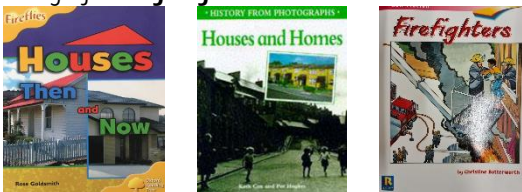
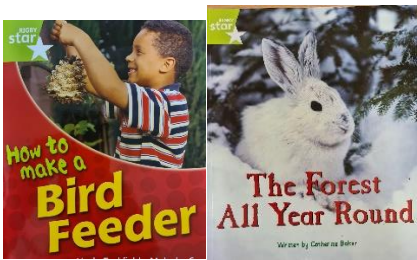
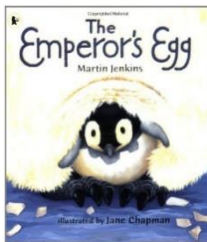
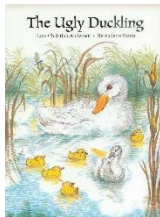

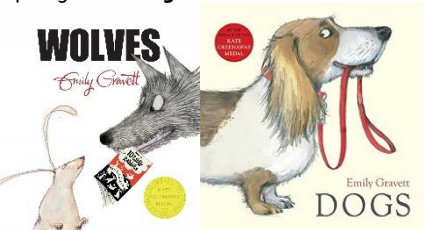
**We're Going on a Bear Hunt by Michael Rosen**  
The perfect story to accompany our topic of 'Journeys.' It has plenty of adjectives, sequencing opportunities and action verbs. It encompasses setting, the weather, sequencing and feelings  
Key vocab: *In, on, under, through, narrow, gloomy, squelch, stumble*



**Handa's Surprise by Eileen Browne**

This text, previously shared in nursery, provides the children with the opportunity to revisit a familiar text with a new focus. The children use Handa's Surprise to learn more about different types of journeys. They use this story to compare Handa's journey to the journey they make each day to school.



	Novels/Short stories	Picture Book	Poetry	Non-fiction	Visual / Other
<p><b>Year 1</b></p> <p><b>Autumn 1: What makes me, me?</b></p> <p><b>Autumn 2: How would you rebuild London after the Great Fire?</b></p> <p><b>Spring 1: Were children happier in the olden days?</b></p> <p><b>Spring 2: Which animal is King of the Carnival?</b> <b>Julia Donaldson</b></p> <p><b>Summer 1: What is growing in our gardens?</b></p> <p><b>Summer 2: What is special about the Great British seaside?</b> <b>Valerie Bloom</b></p>	<p><b>Autumn 1: Giraffes Can't Dance by Giles Andreae</b></p> <p> Giraffes Can't Dance is the first text studied in Year 1. It is an important story for teaching children about <b>accepting that everyone is different, embracing their own differences</b>, and <b>building confidence and self-esteem</b>. This engaging story provides opportunities for children to ask questions and define difficult vocabulary before, during, and after reading. There are rare or uncommon words on almost every page, which makes it an ideal book for introducing higher level vocabulary.</p> <p><b>Autumn 1: Beegu by Alexis Deacon</b></p> <p> Beegu is a tale of an adorable creature who is not supposed to be on planet Earth. The themes in the story often provoke an <b>emotional response</b> from the children, especially as Beegu finds the comfort he needs from the little people on planet Earth. It also supports the overarching theme of <b>community</b> running through the year 1 Autumn1 enquiry. The story begins with the children investigating a crash site on the school grounds. This hook into learning provides a good stimulus for many fictional writing opportunities.</p> <p><b>Autumn 1: Owl Babies by Martin Waddell (Contemporary fiction)</b></p> <p> Owl Babies offers the opportunity to look at different family set ups, including children thinking about their own families. It also offers a safe and secure opportunity to explore separation anxiety and the worries that children naturally experience. It is good for children to be able to experience feelings through stories and explore how the characters handle the scenario and it can help them make sense of similar situations in their own lives.</p> <p><b>Autumn 2: The Three Little Pigs and other fairy tales</b></p> <p> The Three Little Pigs and other fairy tales present the children with new ideas and concepts regarding everyday life. They begin with traditional openings such as “Once upon a time...” so children know they are being transported out of reality and into a safe story world – where universal themes such as good versus evil can be explored creatively and related to the world around them. Fairy tales are a part of our children’s literary heritage and an important part of our children’s reading diet. The Three Little Pigs is also used a stimulus for answering the secondary question: ‘How can we investigate the best materials for building houses?’ as part of the year 1 enquiry and links well to the exploration of materials in science.</p> <p><b>Spring 1: The Rabbit Problem by Emily Gravett</b></p> <p> This text provides a wonderful stimulus for children to learn about different seasons and the challenges they bring – from the cold of February to the wet of April and heat of July. Seasonal change is a longitudinal science study spanning the whole year of year 1 and this text can support each seasonal walk. There are opportunities to use this text across the curriculum in science, PE and PSHE. The children learn about how to care for a rabbit and the stimulus provides opportunities to think about how to keep themselves fit and healthy.</p>	<p><b>Autumn 2: London's Burning</b></p> <p> London's burning. London's burning. Fetch the engines, fetch the engines. Fire Fire, Fire Fire! Pour on water, pour on water. London's burning. London's burning.</p> <p><b>rhyme</b> London's Burning. The children will learn about the <b>rhythm</b> of this rhyme and recite it by heart. This is the introduction to performance poetry.</p> <p><b>Spring 1: Out and About by Shirley Hughes</b></p> <p> This collection of poems is shared with the children throughout the year and particularly links to their study of seasons – explored when reading ‘The Rabbit Problem’ in Spring 1. The collection of short poems take children through the seasons with a focus on weather conditions – sunshine, wind, rain, mist and even snow.</p> <p><b>Spring 2:</b></p> <p>In Spring 2, the children will enjoy a <b>range of short rhyming stories by Julia Donaldson</b> – building on their study of this author in English lessons.</p> <p></p> <p><b>Spring 2: Carnival of the animals</b></p> <p> Linked to the core enquiry for this half term, the children will appraise songs and poems about the carnival of the animals.</p>	<p><b>Autumn 1:</b> Non-fiction books linked to the science study of <b>the human body and senses</b>.</p> <p></p> <p><b>Autumn 2:</b> Non-fiction books linked to the science study of <b>everyday materials</b>.</p> <p></p> <ul style="list-style-type: none"><li>• Fire of London - Big Book (LK)</li></ul> <p><b>Spring 1:</b> Opportunities for exploring instructions as a text types and instructional writing. Non-fiction text such as ‘The Forest All Year Round’ supports children’s study of seasonal change in science.</p> <p></p> <p><b>Spring 2: The Emperor's Egg by Martin Jenkins</b></p> <p> This non-fiction text is used to share information about with the children about the Emperor Penguin. Children learn many facts and use this as a base to write their own fact files about other animals that they have studied through their science work this half term. This is the start of children exploring factual texts and will lead into non-chronological report writing as they progress through school.</p> <p><b>Summer 1:</b> Non-fiction books linked to the children’s science learning about <b>growth and plants</b>.</p>	<p>After lunch each day, the children listen to a story read by their class teacher.</p> <p><b>Autumn 1: The Ugly Duckling by Hans Christian Anderson</b></p> <p> Linked to PSHE and the year 1 autumn 1 topic, the children will have the fairy tale of The Ugly Duckling shared with them by the class teacher. This archaic text, first published in 1843, provides children with a context to talk about accepting everyone's differences. Discussing morals and what stories can teach us begins in year 1 as a theme throughout school.</p> <p><b>Autumn 2:</b></p> <p>Alternative versions of The Three Little Pigs</p> <ul style="list-style-type: none"><li>• <b>The True Story of the 3 Little Pigs</b></li><li>• <b>The Three Little wolves and the Big bad Pig</b></li></ul> <p></p> <p>In Autumn 2, the children will enjoy hearing alternative versions of The Three Little Pigs. These texts have a complexity of the narrator as children learn about the different points of view of characters. The children could also read <b>Voices in the Park by Anthony Browne</b> to help them understand the same story can be told from different perspectives.</p> <p><b>Spring 1: Emily Gravett</b></p> <p></p> <p>During story time, the children will listen to other stories by Emily Gravett, building on their experiences of this author after studying ‘The Rabbit Problem’ in English lessons. Reading ‘Wolves’ may stimulate a conversation about other texts children know and are familiar with that include a wolf character, leading into their study of the traditional tale – Little Red Riding Hood – later in the Spring 1 half term.</p>	

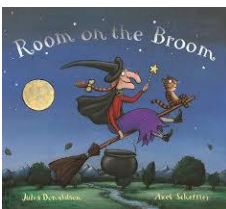
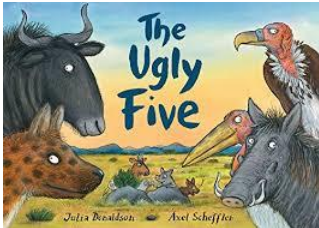
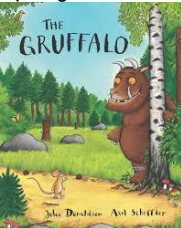


Spring 1: **Little Red Riding Hood**



In Spring 1, the children in year 1 will also read the traditional tale – Little Red Riding Hood. This text provides the opportunity to discuss strangers with the year 1 children. The study of the original tale is built upon in year 2 when children read ‘Little Red’.

Spring 2: **Julia Donaldson**



**I opened a book and in I strode,  
Now nobody can find me.  
I’ve left my chair, my house, my road,  
My town and my world behind me.**

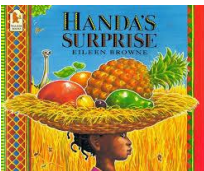
The **choice to study Julia Donaldson’s books within the Year 1** curriculum can be attributed to the way she uses **rhythm** and **rhyme** to make her stories flow. Well-loved tales such as *The Snail and the Whale*, *The Ugly Five* and *The Gruffalo* read more like a song. Because they’re short, the structure is very important and the repeated phrases almost form a chorus. Year 1 children enjoy stories by Julia Donaldson throughout the year but particularly look in detail at here in the Spring 2 half term during World Book Week.

Spring 2: **The Bog Baby by Jeanne Willis**



Bog Baby is a magical tale of loving and learning to let go. As well as its beautiful illustrations, the book offers the opportunity to look closer at the English countryside and all it has to offer. It provides a stimulus to consider the fragility of our environment and wildlife and helps us to think of ways we can manage and protect these special places. This text is linked to the year 1 science curriculum and can be used again as a stimulus to enhance and contextualise learning about what is important for growth. There are also geography mapping opportunities linked to the Summer 1 geography enquiry as the children engage in ways to use their geography skills and vocabulary to describe the location of different plants and trees in our school grounds.

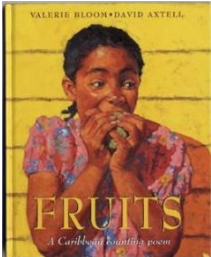
Summer 1: **Handa’s Surprise by Eileen Browne**



narratives.

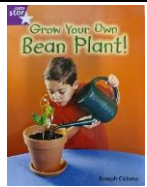
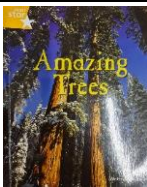
Handa’s surprise, previously shared in Nursery and Reception, follows the story of a young girl, Handa, who lives in a village in Kenya. This text includes **predictable phrasing** which children are able to learn and join in with. It also provides them with a good structure to write their own short

Summer 1: **Fruits – A Caribbean counting poem by Valerie Bloom**

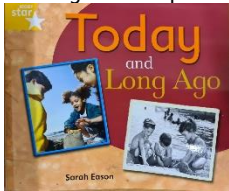


Linked to Handa’s surprise, the children will read and enjoy a Caribbean counting poem – Fruits. The Jamaican poet, Valerie Bloom, describes a variety of exotic fruit in her

Caribbean dialect. While some of the rhymes may be tricky at first, pronunciation becomes clear through context, and trickier words are defined in the glossary. This is a lovely poem to make links back to the Spring 1 PSHE unit when children learn about keeping healthy. They may have the opportunity to try new fruits – some of which feature in this poem. Valerie Bloom is studied again in year 4 and her use of dialect explored further.



Summer 2: Non-fiction books linked to the children’s geography learning about **the local area and seaside**. Also, books that compare holidays in the past and present.

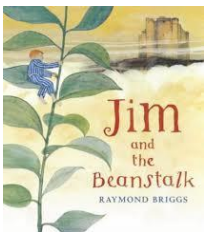


Spring 2: **Piper (Visual)**  
<https://www.youtube.com/watch?v=jprSALDoYX8>



Linked to children’s science learning around animals and their enquiry question in Spring 2, the children in year 1 will watch the short Pixar clip, Piper. This clip can be used to teach children about the Sandpiper bird and allows them to make comparisons between the British birds they have studied in their science lessons. This clip lends itself well to basic recount writing and character inference/emotion teaching.

Summer 1: **Jim and the Beanstalk by Raymond Briggs**



After studying the original, Jack and the Beanstalk in EYFS and revisiting it again in year 1, the children now read the sequel Jim and the Beanstalk. Through engaging with this story, the children explore the learning dispositions of **thinking hard** and **working hard** as they follow the journey of Jim who experiences many problems that he needs to solve.

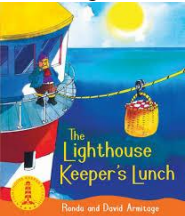
Summer 2: **The Ugly Sharkling (Visual)**



<https://www.literacyshed.com/uglysharkling.html>

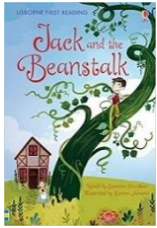
This visual literacy stimulus, is set at the seaside and brings another element to the Summer 2 topic in year 1. This visual clip allows children to further explore themes of **kindness** and how to **help** and **look after** one another.

Summer 2: **The Lighthouse Keeper’s....by Ronda Armitage**



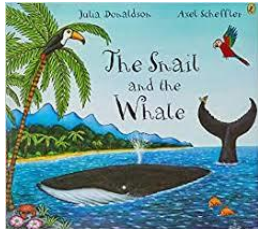
Linked to their visit to the seaside as part of their geography work, the children in year 1 will enjoy a series of stories linked to the Lighthouse keeper. An adult will share these during story time. There is the opportunity to teach new vocabulary to the year 1 children when reading these texts, linking it to their first hand experiences at the seaside.

Summer 1: **Jack and the Beanstalk**



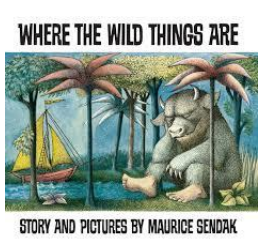
The children in year 1 will read the traditional tale – Jack and the Beanstalk – during the Summer 1 half term. This story is revisited after originally reading it in Reception and can be used to support children with the language required to describe the structure of plants in science – leaves, root, seed, trunk and stem. It’s repetitive nature also provides children with a good base for short narrative writing.

Summer 2: **The Snail and the Whale by Julia Donaldson**



This text continues the study of Julia Donaldson. This short adventure story sees the blossoming friendship between a snail and a whale. The text explores theme of friendship, responsibility and helping one another. The children explore the seaside setting in this story and are able to use this as a stimulus for descriptive writing linked to the seaside and their Summer 2 enquiry.

Summer 2: **Where the wild things are by Maurice Sendak**



Where the Wild things are is a text centred on the power of the imagination and the places it can take you. Max, the main character, is transported to an imaginative world where he can be and do whatever he feels like doing, with no boundaries or regulations. He is free to explore and see the world beyond just what is in his bedroom. The iconic illustrations, particularly the wordless section of the ‘wild rumpus’, bring the scenes and characters to life. This text is used as a stimulus for year 1 children to apply the skills they have been taught throughout the year, completing a longer piece of writing in the form of a retelling.



Year 2

Autumn 1

Where does our food come from?

Edward Lear

Autumn 2

How does the North East link with Australia?

Michael Morpurgo

Spring 1

Who is George Stephenson and why is he so special to Darlington?

Robert Louis Stephenson

Spring 2

What makes a structure strong?

Anthony Browne

Summer 1

Why can't all animals share the same bedroom?

Dick King Smith

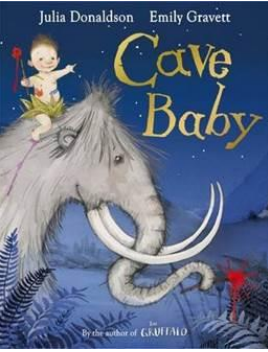
Summer 2

How can we make our local area better?

Cressida Cowell

Autumn 1:

Cave Baby by Julia Donaldson

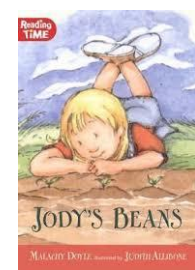


page!

Dear Greenpeace by Simon James

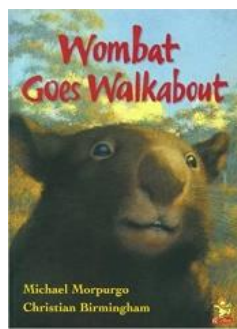
This simple, warm hearted and in places humorous book is a stimulus to allow children to explore simple letter/postcard writing and provides a different way for the children to respond to a text. The children meet, Emily, the main character of the story and find out about a whale living in her pond. Emily then writes a series of letters to Greenpeace, who, through offering the best of advice, insist that it is impossible for a whale to live in a pond. Undeterred, Emily continues to seek the best course of action for her beloved whale, finally setting him free. The writing outcome for this unit allows children to consolidate and apply their year 1 learning of the personal pronoun 'I' and names of people/places requiring a capital letter alongside sentence writing.

Jody's Beans by Malachy Doyle



Jody's Beans tells the story of a girl, Jody, and her grandfather. When he comes to visit, he brings along a packet of seeds for them to plant. Through spring, summer, and autumn, Jody watches her plants sprout, flower, and grow lots of beans until at last they are ready to eat. This text is a perfect teaching tool for seasons, life cycles and observing and describing how seeds and bulbs grow into mature plants – linked to the year 2 science curriculum (plants). It is an accessible read for year 2 children and provides a wealth of teaching opportunities for reading skills. In this half term, the year two children are taught how to: navigate a text using – remember, skim, scan and read closely; retrieval skills and basic sequencing.

Autumn 2: Wombat Goes Walkabout by Michael Morpurgo



In autumn 2, the children are introduced to the author Michael Morpurgo who they will meet again and again as they travel through school. The text 'Wombat Goes Walkabout' is a beautiful picture book that transports readers to the Australian outback in this affectionate tale of a wombat who has lost his mother. Linked to their geography study of Australia this half term, the children use this story to learn more about the Australian outback and meet some other native Australian animals along the way (Kookaburra, Wallaby, Possum, Emu and Koala). This story has a repetitive nature as each animal asks the Wombat what he is able to do before showing off their own skills. This text provides children with the opportunity to discuss the learning disposition of understanding one another and provides a message to the children about the importance of valuing the contributions of each individual in a community. Children in year two write their first complete narrative in the form of a retelling linked to this stimulus.

Autumn 1: The Owl and the Pussy Cat by Edward Lear

This classic narrative poem is shared with the children in year two. Here, they learn that poetry can tell a story. Building on their author study of Julia Donaldson in year 1, the children meet The Further Adventures of the Owl and the Pussy Cat by Julia Donaldson and are able to compare the original with the contemporary version.



Autumn 2: Bonfire Poetry

(Contemporary and classic poetry)

- Crackle, Spit by Marie Thorn
- Bonfire Night by Sara Fox
- Firework Night by Enid Blighton
- The Bonfire at Night by Enid Blighton

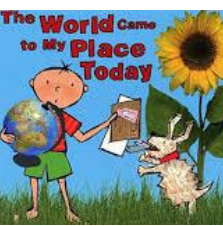
In autumn 2, the children read and explore a range of poems linked to Bonfire Night. They listen, discuss and express their likes and dislikes about the poems and are able to carry out some simple analysis of the word choices. The teaching of word classes (nouns, adjectives and verbs) along with exposure to onomatopoeia is developed well within this context before children write poems of a similar style themselves.

Spring 1: On a railway carriage by Robert Louis Stevenson

Linked to their historical study of George Stephenson and the Darlington to Stockton railway in Spring 1, the children in year two lean and perform the poem – 'On a railway carriage' by Robert Louis Stevenson. The performance of this poem is also linked to the children's music learning as children are taught about the intended tempo of the poem and practice how to keep the same beat as their peers as they perform. The children may be encouraged to walk in time to the beat of the poem as they perform or tap their knees/clap to the beat.

Song of the train by David McCord is also shared and enjoyed with the children this half term. This poem provides a steady yet rapid rhythm of the train as it travels faster and faster down the track and can be learnt and performed by the children.

Autumn 1: The World came to my place today by Jo Readman



This text supports children in answering their topic enquiry question: 'Where does our food come from?' This book demonstrates how many of our everyday household items originate from other parts of the globe and the journey they subsequently make for us to buy and use them here in the UK. There is also a useful world map at the front and back of the book to show where the products have come from. This text is shared with the year two children and explored as part of the topic enquiry. Non-fiction texts about growing and food from around the world.

Autumn 2: Non-fiction books linked to our geography study of Australia.

Spring 1:

Non-fiction books/texts linked to our history study of Darlington, the history of the railway and George Stephenson.

Spring 2: Non-fiction books linked to buildings and structures.

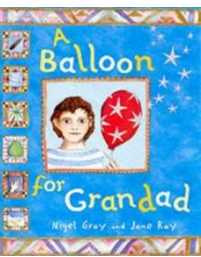
Non-fiction books linked to our science learning – materials.

Summer 1: Non-fiction books linked to our science learning about animal habitats, offspring and the basic needs of animals.

Summer 2: Non-fiction books linked to geography fieldwork (mapping) and the local area.

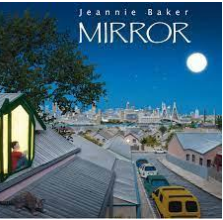
Through children's DT and Science experiences, the year 2 children will read and write instructions (building on their exposure to this text type in year 1).

Autumn 2: A balloon for grandad by Nigel Gray and Jane Ray



In their Autumn 2 topic enquiry, the year two children explore the links between us here in the North East of England with Australia. This text also makes links between different countries as readers follow the imaginative adventure of a balloon released into the sky. The story follows the flight of Sam's escaped balloon over a variety of landscapes - forests, deserts, mountains, and oceans – in its journey from Sam's home in the UK to his Grandad Abdulla's house in Africa. This is a multicultural story of extended family love and should be shared and discussed with the children during the autumn 2 half term. Children have the opportunity to think about and share any links they have with friends or family around the world.

Autumn 2: Mirror by Jeannie Baker

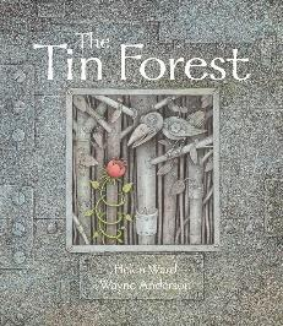


Also shared with the year two children in autumn 2 is this wordless picture book – Mirror by Jeannie Baker. This book tells the story of two families and how they live very different lives even though many aspects of their family life remain the same. One family reside in inner city Sydney, Australia and the other in a small, remote village in Morocco, North Africa. This picture book supports children to develop the skill of comparing and contrasting different places – which is required of them as part of their geography topic enquiry this half term.

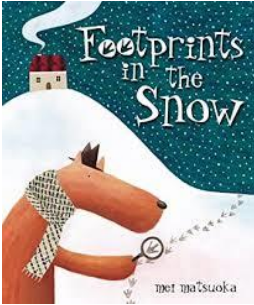
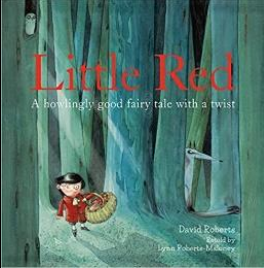
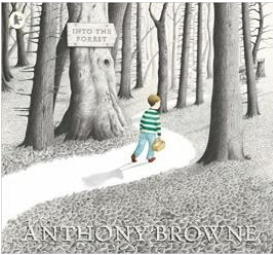
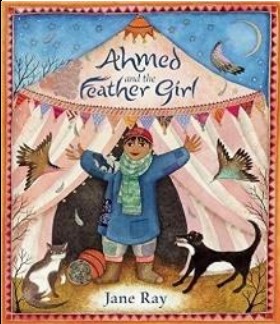
Autumn 2

In Autumn 2, in line with rest of the school, the year 2 children will use a Christmas themed visual to produce a piece of independent writing at length. The writing focus here will be descriptive, applying teaching of expanded noun phrases.

Summer 2: The Tin Forest by Helen Ward and Wayne Anderson



This beautiful picture book links to the year 2 Summer 2 topic about improvements that can be made to the environment. The Tin Forest tells the story of an old man that lives alone in a windswept place only visited by people coming to dump the things they don't want any more. He spent his days working hard to clear the rubbish away and his nights dreaming of living in a beautiful exotic rainforest. One day he has an

	<p><u>Autumn 2:</u> <b>Footprints in the Snow by Mei Matsuoka</b></p>  <p>At the end of the autumn term, the children use this text to develop their reading skills. This stimulus provides opportunities to teach and practice basic inference. It is a story enjoyed in year 2 as the children consider how wolves are often portrayed in fictional texts. Will this wolf turn out the same as all of the others? There is an opportunity here to revisit some alternative versions of the three little pigs (Autumn 2 – Year 1) and enjoy them again!</p> <p><u>Spring 1:</u> <b>Traditional tales – Little Red by Lynne Roberts / Into the Forest by Anthony Browne</b></p> <p>At the start of the Spring term, the year two children will engage with a range of traditional tales – some of which have an unusual and unique twist compared to the original. The children will have the opportunity to explore these new stories and compare them to their originals, focussing on both reading and writing outcomes. This study will build on the alternative stories of The Three Little Pigs studied in year 1.</p>   <p>Little Red builds on children's study of the original version, Little Red Riding Hood, in year 1.</p> <p><u>Spring 1:</u> <b>Ahmed and the Feather Girl by Jane Ray</b></p>  <p>In Spring 1, the year two children will be introduced to author and better known, illustrator Jane Ray as they explore this beautiful picture book. They may remember that Jane Ray was the illustrator of 'A balloon for Grandad' and will meet her again in key stage two when studying 'The Lost Happy Endings'. <b>Jane Ray</b> is best known for illustrating fairy tales, whether traditional in origin or of modern invention. When many of her books are gathered together, it is really striking how many of them focus on freedom as a theme. Her illustrations frequently feature a culturally diverse range of characters and the inclusion of children with disabilities in books is also important to her.</p> <p>The year two children read Ahmed and the Feather girl as an <b>extension of their understanding of traditional tales</b>, this time in the form of a <b>myth linked to creation</b>. This text tells the story of Ahmed, a poor orphan boy, who lives with a travelling circus, working for cruel Madame Saleem, the circus-owner. His life is changed when he finds a beautiful egg in the forest, and brings it back to the circus. From the egg hatches a child, a little girl called Aurelia, a child who, as she grows, sprouts soft feathers that turn into wings. But, Madame Saleem keeps Aurelia in a cage, to be her top attraction at the circus, and never lets her out. Ahmed knows he must free Aurelia the Feather Girl from her cruel cage or she will die. One night, he creeps into Madame Saleem's caravan, takes the key to Aurelia's cage and lets her fly free. Now Ahmed's life becomes even harder, as the circus-owner takes revenge for losing her star attraction. But one night Aurelia comes to him in a dream and brings him a feather and Ahmed begins to <b>hope</b> again. Dreams and memories are the key theme in this beautiful and fantastic tale of magic, enchantment and freedom.</p>	<p><u>Summer:</u></p> <p>In the Summer term, the year 2 children will read and explore poems with recurring and rhyming language.</p>		<p>idea and decides to make himself a forest from tin; full of trees, plants animals and birds. A bird visits the tin forest briefly delighting the old man who is sad when he leaves. Eventually the bird returns bringing a mate making the old man's wishes come true. The birds drop seeds which begin to grow into a variety of plants. Soon other creatures arrive and the tin forest is reclaimed by a real forest, teeming with life. This text and its beautiful illustrations provides a wonderful stimulus for descriptive writing while also provokes discussions around the themes of: <b>hope</b>, <b>taking action to change our world</b> and the magic and wonder of <b>growth and life</b>.</p> <p><u>Summer 2:</u></p> <p>During this half term, the year 2 children will read a short novel, expanding their stamina for independent and group reading.</p>
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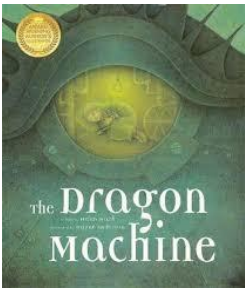


Spring 2: **The Building Boy by Ross Montgomery**

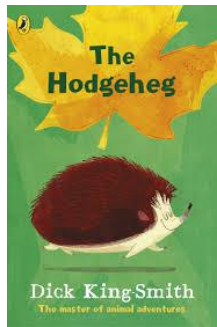


Linked to the Spring 2 enquiry, this text tells the story of Building Boy's grandma who was a famous [architect](#). Her garden is still full of old building materials. When she dies, the boy builds a giant structure from the bricks and girders he finds. This story can be read for its literal links to strong structures and architecture but also explores the deeper concepts of life, death and finding your place in the world. As children read this text, they are exposed to a wealth of new vocabulary. There are also opportunities to explore the [career](#) of an architect and the amazing work of local company Cleveland Bridge. There are strong links here to our curriculum intent – who we are, where we come from and our aspirations.

Spring 2: **The Dragon Machine by Helen Ward** (Traditional Tales/Fables)



The Dragon Machine is an imaginative text that teaches the children about [caring for one another](#). The story follows the main character, George, who notices that dragons don't belong in the ordinary world and that they need help. George endeavours to do his very best for his new friends and finds them the home they deserve. Unpicking the moral of this modern fable with the children is important so that they can build on the [messages and morals stories can withhold](#) as they progress into year three and explore other classic [fables](#). The beautiful images included in this picture book provide excellent stimuli for descriptive writing.



Summer 1: **The Hodgehog by Dick King Smith**

At the start of the summer term, the year two children will read their first chapter book: The Hodgehog by Dick King Smith. This text tells the story of Max the hedgehog who lives with his family, but on the wrong side of the road from the park where there's a beautiful lily pond and plenty of juicy slugs, worms and snails! The busy road is dangerous but Max is determined to make his way across. If humans can do it, why can't hedgehogs? His first attempt ends in a nasty bump on the head and, when Max tries to speak, he realises his words are all mixed up. He is no longer a hedgehog but a hodge-heg! Still determined to fulfil his mission, Max discovers the best way to cross the road – with the help of the lollipop lady and some careful detective work. This accessible modern fiction text provides opportunities for children to explore basic plot structure and develop their reading skills further, particularly focussing on the inference required to understand character. Year two children may also use this text as a stimulus to write a full narrative in the form of a new animal adventure. This text also links to the year 2 spring PSHE curriculum as children look at how to keep safe when crossing the road.



	<p><u>Summer 2:</u> <b>Stories with recurring literary language – The Rabbit Belongs to Emily Brown by Cressida Cowell and/or Cockadoodle-doo Mr Sultana by Michael Morpurgo</b></p> <div></div> <div></div> <p>In the Summer term of year two, the children have developed greater stamina for writing and are writing more at length. At this point in the year, they will study stories that include ‘recurring literary language’ – this refers to conventional narrative language that is not associated with everyday speech. At this stage, the focus could be on recurring language used to create simple cohesion across a narrative, and link events together - e.g. at first, later that day, after some time, a while later, the day turned to night and the night turned to day, time passed, eventually, when etc.</p> <p>That Rabbit Belongs to Emily Brown and Cockadoodle-doo Mr Sultana both lend themselves beautifully to this style of narrative writing and can be used as a stimulus for story writing. The children will meet both authors, Cressida Cowell and Michael Morpurgo, again as they progress through key stage two.</p>			
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Year 3

Autumn 1  
**RESPECT What does it mean to me?**  
**Aesop's Fables**

Autumn 2  
**Which was the best period to live in: the Stone Age, Bronze Age or Iron Age?**

Spring 1  
**What makes the Earth angry?**  
**Roald Dahl**  
**Ted Hughes**

Spring 2  
**Toy Designer: How are toys and games based on science?**  
**Neil Gaiman**

Summer 1  
**Why was the River Nile so important to Ancient Egyptian life?**

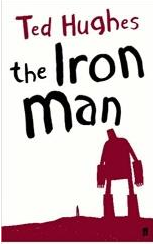
Summer 2: What is ‘great’ about Great Britain?  
**Dick King Smith**

Stories told from children of a similar age – relatable viewpoints and writing styles. This is a thread in the year 3 text selection

Children in year 3 understand that fables are stories passed down from generation to generation in order to teach the reader a lesson – moral or message.


Legends often also teach lessons but often about historical characters.

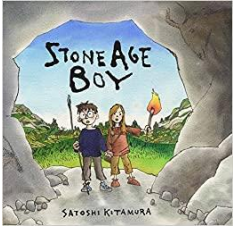
Spring 1:  
**Esio Trot by Roald Dahl**  
This short story from the much loved author Roald Dahl, is the first novel studied in year three. It is an accessible read and builds on the children’s exposure to studying short novels at the end of year 2. The year three children will engage in a balance of reading and writing outcomes linked to this text while learning about the writing style and use of language that makes Roald Dahl novels unique.

Spring 1:**The Iron Man by Ted Hughes**  
  
In Spring 1, the children read The Iron Man by Ted Hughes. This text tells the story of a fearsome figure, wreaking terrible destruction wherever he goes. He cannot be stopped - but it takes a child to realise that he is not simply a hostile monster, but could even be a **friend**. This imaginative text teaches children about **bravery**, as the child steps up to help the Iron Man belong; **prejudice** when the town people don’t like the Iron Man being different; **fear** as the town people are scared of what they don’t know and the **nature of duality** - the Iron Man is destructive but has a caring heart and wants to be good. Written by author and poet Ted Hughes, this text provides many teaching opportunities around vocabulary selection and purpose.

Summer 1:  
**Legend: Isis and Osiris** (Ancient Egypt) While studying the Ancient Egyptians, the children will read the legend: Isis and Osiris. The children will develop their reading skills and build on their learning about Egyptian Gods and mythology.

Summer 1: **Gorilla City by Charlie Small**

Autumn 1:  
**Hansel and Gretel by Anthony Browne**  
The first text in year 3 builds on the good foundations children have established in key stage one and EYFS around fairy tales and traditional tales. Hansel and Gretel provides children entering key stage two with an accessible traditional tale that is a familiar story to many of them. This classic story of two children abandoned by their parents in the forest, and their frightening encounter with an evil witch, has been cleverly adapted by Anthony Browne. These adaptations bring a lighter note to otherwise a conventionally dark tale. The themes drawn out within this text linked to **friendship**, **responsibility** and **keeping ourselves safe** when faced with different situations and are linked to the Autumn term year 3 PSHE – all good foundations to start a new academic year!

Autumn2: **Stone Age Boy by Satoshi Kitamura**  
  
Linked to the year three history enquiry, the children will enjoy reading Stone Age Boy during the second

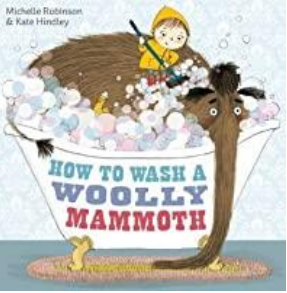
part of the autumn term. This text follows the journey of a young boy as he finds himself in the Stone Age. Far from being distressed by his experience, he makes friends with a young girl and is welcomed into her family camp where he learns how to make fire, make tools, hunt, cook and prepare animal skins - all with implements made of wood, stone and bone. This beautifully illustrated book is packed with fascinating facts about the Stone Age and is presented in an accessible and interesting way. Added features include a time line and cave painting style endpapers. The children learn more about their topic through this book and can relate to a character of their own age as he too learns about this period in history. This text is used a stimulus for diary writing, building on children’s understanding of writing a recount in year 2.

Autumn1:  
**The Magic Box by Kit Wright**  
To start the year off in year three, the children will explore the poem – The Magic Box by Kit Wright. This free verse poem, which takes on the form of an expanded list, ignites children’s imaginations as they explore what the author would keep inside their magic box. The use of beautiful vocabulary choices and the juxtaposition of words and phrases provides children with a poem that is full of imagery and magic. The children in year three will spend time **performing this poem** before writing versions of their own. This is a lovely way to begin the year as the children get to know their new class teacher and can use poetry as a vehicle to share what is special to them and why.

Autumn 2:  
As we come together as a whole school and with the wider community for Remembrance day, the year three children will listen to and discuss a range of poetry linked to War Heroes. Poems – **My Great Grandad, We Stand in Silence, The Soldier** and **Think of Me** – will be explored and children’s personal responses to what they have read discussed. The theme of War Heroes builds on the first year three topic - Respect.

Spring 1:  
In Spring 2, the year three children will listen to, discuss and compare two poems: **Beneath the Earth by Malou Evans** and **Raging Volcano by Malou Evans**. **‘Beneath the Earth’**, is a rhyming couplet poem that builds on children’s reading of Escape from Pompeii as it recalls the eruption of Mount Vesuvius. This poem uses challenging vocabulary and some simple metaphors to explain how volcanoes works and explores how the eruption of Mount Vesuvius impacted on the city of Pompeii. The year three children will explore this poem towards the end of the Spring half term, once they have read and understand the story ‘Escape from Pompeii’ and learnt some tier 3 vocabulary linked to volcanoes through their geography topic study. This will aid their understanding of the poem and provides teaching opportunities linked to vocabulary development, comprehension and explanation writing about how a volcano works.

Autumn 1:  
Non-fiction books linked to the science study of **skeletons, muscles and nutrition**. Children will apply their learning about this topic in a non-chronological report.

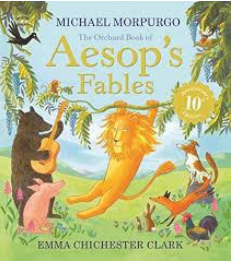
Autumn 2:  
**How to wash a woolly mammoth by Michelle Robinson**  
This fictional text is used to ignite non-fiction writing linked to the year 3 autumn 2 topic – The Stone Age. The children spend time writing instructions based on this fictional text, building on their instructional writing completed in key stage one. This instructional writing is the foundation for progressing to **explanation writing** later in year three and into **upper key stage two**.

Non-fiction texts – The Stone Age and The Iron Age (Literacy Shed Y3)

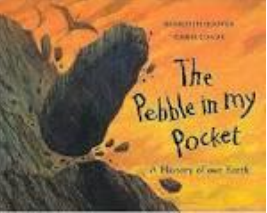
Spring 1: Non-fiction books linked to the science study of **rocks and soils**. (Literacy shed – Rocks and Fossils)

Summer 1: Non-fiction books linked to the historical study of **Ancient Egypt**. (Literacy Shed Plus- Ancient Egypt)  
Children will apply their learning about this topic in a non-chronological report.

Summer 2: Non-fiction books linked to **our local area and Great Britain**. Non-fiction books linked to our science learning – plants and growth. Children will apply their learning about this topic in a non-chronological report.

Autumn 1:  
  
In autumn 1, the year three children are exposed to the reading of many different **fables**. Here they learn that fables are designed to give a moral or message to the reader. The children should be able to reflect on stories they have read in key stage one or heard in assemblies and identify some which have messages or lessons to be learned. With the central characters usually being animals, fables are accessible and engaging for children. The year three children can learn about **friendship**, **working hard**, **resilience** and having **high aspirations** through fables such as: The Lion and the Mouse, The Dove and the Ant, The Tortoise and the Hare and The Hart and the Hunter. Listening and responding to fables continue throughout the year.



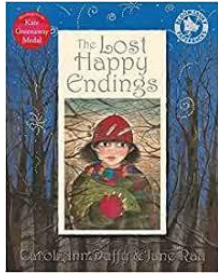
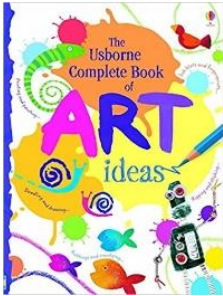



Autumn 2: **Mog’s Christmas Calamity** (Visual)  
  
<https://www.literacyshed.com/mog.html>  
This visual literacy unit is plotted at the end of the Autumn term, providing children with the opportunity to apply their writing skills to complete a **full narrative**. Previously in key stage one and EYFS, the children will have enjoyed reading stories that feature Mog and now have the opportunity to write their own Christmas version. This visual stimulus also provides children with the opportunity to discuss the theme of **community**, particularly at Christmas time – thinking about how people come together to help each another and how they could be responsible members of their local community and make contributions towards those less fortunate than themselves.

Spring 2:  
**The Pebble in my Pocket by Meredith Hooper**  
  
In Spring 2, the year three children learn about rocks and soils in science. This text tells the story of a pebble, from its origins in a fiery volcano 480 million years ago to a busy, modern landscape. Children follow the processes of rock formation and erosion that create new pebbles all over the world. The beautiful illustrations in this text give the



	<div data-bbox="519 90 691 346"></div> <p>This <b>adventure</b> story is positioned at the end of year three when children’s reading ability, vocabulary development and stamina has increased. The story has a <b>strong male</b> protagonist who is a keen adventurer. Written in the form of a first person journal, the children are able to experience this fast paced, funny and exciting story through the eyes of an eight year old boy. The use of maps, diagrams and description add to its appeal. Charlie Small, Gorilla City is loved by many children at West Park Academy and is particularly popular with younger boy readers who at first present as more reluctant readers. Often, once the children have experienced this text, they go on to read others in the series – all of which Mrs Hirst can recommend and keeps in her office as firm favourites! This is a valued text on our curriculum for its ability to <b>spark a love of reading</b> in many children as they begin key stage two.</p> <div data-bbox="519 1039 765 1134"><p><b>Summer 2: The Queen’s Nose by Dick King Smith</b></p></div> <p>After reading The Hodgeheg at the end of year two, the children revisit author Dick King Smith to read the short novel The Queen’s Nose. This text can be independently read by most children at this point in the year and is used to further develop their ability to navigate a complete text with accuracy and efficiency. This story lends itself to many extended writing opportunities, which can be used as a means of application to previously taught genres already covered in year three, such as: letter writing, alternative narrative, non-chronological reports and diary writing. Themes of magic, sibling dispute, family relationships, selfishness, materialistic behaviour and not taking things for granted can all be pulled out from this text and used as points of PSHE discussion.</p> <div data-bbox="792 1026 931 1241"></div>	<div data-bbox="943 90 1320 153"><p><b>Spring 1: Escape from Pompeii by Christina Balit</b></p></div> <div data-bbox="943 163 1142 367"></div> <p>This text supports the year 3 history enquiry during Spring 2. It handles the sensitive subject of a tragic natural disaster while following the story of main characters Tranio and his friend Livia who witness the eruption of Mount Vesuvius and destruction of their beloved city of Pompeii in AD79. This text also provides some exploration into the daily life of Romans which can be built upon in year 4 when the children study Roman Britain.</p> <div data-bbox="943 705 1326 768"><p><b>Spring 2: The Wolves in the Walls by Neil Gaiman.</b></p></div> <div data-bbox="943 774 1145 978"></div> <p>In the second half of the Spring term, the year three children encounter another story involving wolves. This dark tale allows children to experience tension, suspense and as a reader, question what is happening and why. This creepy tale, involving a strong heroine and a happy ending is an excellent story and stimulus for teaching children about dialogue and applying their previously taught skills to write their own sequel.</p> <div data-bbox="943 1257 1335 1320"><p><b>Summer 1: The Egyptian Cinderella by Shirley Climo</b></p></div> <div data-bbox="943 1331 1142 1568"></div> <p>This tale is one of the world’s oldest versions of the ‘Cinderella’ story and is studied in the Summer term of year 3 as they learn about the Ancient Egyptians in their topic work. The story contains both fact and fable in its content and is beautifully illustrated throughout by Ruth Heller. The year three children are able to compare and contrast the well-known Western version of the Cinderella story with this account while also discussing and comparing the culture of Egypt and the UK. The text allows children to use the understanding gained through their topic study to construct meaning around some of the elements of this story such as references made to Ra, the God of sun, and Horus</p>	<p>The second poem, <b>‘Raging Volcano’</b> takes a different approach to eruption and portrays how a person can ‘erupt’ with anger. This poem is a metaphor for someone’s anger, describing how anger can build up, erupt and the consequences of that ‘eruption’ or outburst. This poem can be used in PSHE lessons to help children understand their feelings and the consequences of an angry outburst.</p> <p><u>Summer:</u> During Summer 2, the children will read and explore poetry by successful British authors – comparing and contrasting which ones they like best and discussing why some have stood the test of time.</p>		<p>children not only the story of the pebble but an introduction to evolution too.</p> <div data-bbox="2383 184 2769 247"><p><b>Spring 2: For interest and pleasure</b> <b>The Lego Story</b> (Visual)</p></div> <div data-bbox="2383 247 2849 512"></div> <p><a href="https://www.literacyshed.com/legostory.html">https://www.literacyshed.com/legostory.html</a></p> <p>This visual stimulus links to the year three spring 1 enquiry. The visual clip shares the true story about the history of Lego and the narration of the text can be used to demonstrate how information texts sound when read aloud to an audience. Through engagement with the character and founder of Lego, Ole Christiansen, the children learn about the qualities of <b>determination</b> and <b>resilience in the face of adversity</b>.</p> <div data-bbox="2383 848 2896 879"><p><b>Summer 1: Ma’at’s Feather by Juliet Desailly</b></p></div> <div data-bbox="2383 890 2552 1169"></div> <p>This text follows the story of Qen, a young boy who lives in Ancient Egypt. It follows his life that seems all mapped out for him as the floods come, as the crops ripen, and as he starts to work, with his family, on the new Temple during the dry season. Traditional farming life, death, rituals and belief in the afterlife all feature in this beautifully written story, perfectly pitched for Key Stage 2 pupils. This story will be shared at the end of the day with year three pupils to aid their history enquiry and love of reading. It is historically accurate in many aspects and an engaging read. It is a reasonably challenging read for year 3 pupils and therefore should be shared by the class teacher in story time.</p>
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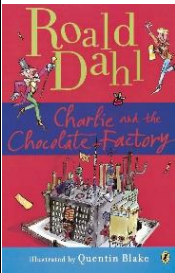


		from Egyptian mythology. The children will have read Cinderella previously in KS1 which will build on their understanding of this traditional tale now set in a new culture and time period.			
<p><b>Year 4</b></p> <p><b><u>Autumn 1:</u> What is important to our Darling town?</b></p> <p><b><u>Autumn 2:</u> What influences art?</b> <b>Carol Ann Duffy</b></p> <p><b><u>Spring 1:</u> What did the ancient Greeks do for us?</b> <b>Cressida Cowell</b></p> <p><b><u>Spring 2:</u> How can we make our school dinners even better?</b> <b>Lewis Caroll</b> <b>Roald Dahl</b></p> <p><b><u>Summer 1:</u> How might life be different for us now if Hadrian’s wall had never been built?</b></p> <p><b><u>Summer 2:</u> Are some rivers more important than others?</b> <b>Valerie Bloom</b></p> <p>Children in year 4 will understand the difference between a myth and a legend:</p> <p>A legend can be partly based on truth, or what people think may have been true. It can involve real people and events, but these may have been exaggerated as it has been passed down over the years. They normally involve heroes and monsters and all things magical.</p> <p>But a myth isn’t based on any truth and normally has a symbolic meaning. Myths are often used to</p>	<p><b>Spring 1: Theseus and the Minitour</b></p>  <p>(Inspire Education – Visual Myth)</p> <p>Linked to their history enquiry, the children in year 4 will read and re-write their own Greek myths based on Theseus and the Minitour. In year 3, children have explored legends and fables and now they look at the supernatural events myths have to offer. The visual stimulus is an effective and engaging teaching tool to share the original myth before children begin to plan and write their own.</p>  <p><b>Spring 1: How to train your dragon by Cressida Cowell</b></p> <p>After meeting this author in year 2, the children now encounter the work of Cressida Cowell again as they engage in a much longer text. The children’s enjoyment for How to train your dragon, the first book in a series of twelve adventure texts, often ignites a love of reading for many children of this age. Many, sometimes reluctant readers, who have been gripped by the popular Beast Quest series – enjoining the action, adventure and fantasy elements– often welcome the How to train your dragon series onto their bookshelves. Mrs Welsh has the complete series and loves to share her enjoyment for this series with children from across school. The mythical world of burly Vikings and wild dragons in which this is set, together with the protagonist Hiccup befriending an injured dragon, ignites children’s imagination and often provides them with an enthusiasm for reading and writing. This text sets the context for a future study of the Vikings in year 5.</p>	<p><b>Autumn 1: Fox by Margaret Wild and Ron Brooks</b></p>  <p>The first text children study in year 4, is a beautiful picture book ‘Fox’ by Margaret Wild and Ron Brooks. This text allows children the opportunity to discuss what is <b>morally right and wrong</b> as they start a new school year. The book supports the study of character development, encourages the deepening of reader response through the exploration of the issues and dilemmas expressed in the story and is a fantastic stimulus to underpin <b>personal, social and emotional development</b> through the opportunities it provides for reflection on themes of <b>friendship, loyalty, betrayal, loss and hope</b>.</p> <p><b>Autumn 2: The Lost Happy Endings by Carol Ann Duffy</b></p>  <p>Studying this text, allows children to bring together all they know about fairy tales and discuss what they like and dislike about the genre, which stories are their favourites and which may come from their own cultural heritage. This is a lovely opportunity for children to look back at all of the fairy tales studied throughout their time in school and compare and contrast what is similar and different about them in this story. This text builds on the children’s work in year 2 when they explore traditional tales with a twist. The Lost Happy Endings provides children with opportunities to develop their inference skills, expand their vocabulary– including the use of vivid description and imagery – and provides a range of writing opportunities in response to the story. It is also another chance to study a text with beautiful illustrations by Jane Wray – I wonder if there are many similarities to Ahmed and the Feather Girl from year 2?</p>	<p><b>Autumn 1: Window by Jeannie Baker</b></p>  <p>Linked to the children’s geography learning about how the landscape of their local area has changed over time, the children will explore this beautiful picture book by Jeannie Baker. The story begins with a mother and baby looking through a window at a view of wilderness and sky as far as the eye can see. With each page, the boy grows and the scene changes. At first, in a clear patch of forest, a single house appears. A few years pass and there is a village in the distance. By the time the boy is twenty, the village has developed into a city. The young man gets married, has a child of his own and moves to the country, where father and child look through the window of their new home at the undeveloped wilderness outside. The theme of <b>change</b> and strong <b>imagery</b> in this picture book is linked with the poem ‘<b>The Door</b>’ by Miroslav Holub. Children write their own descriptive poetry about changes in their local landscape in a similar style to both stimuli – learning about imagery, metaphor and simile.</p> <p><b>Autumn 2: The Sound Collector by Roger McGough</b></p> <p>Through studying this list poem, the children are exposed to simple rhyming scheme and introduced to the use of onomatopoeia. There is an opportunity for children to carry out <b>performance poetry</b> linked to this poem, adding in sounds of their own and/or writing poems in a similar style.</p> <p><b>Spring 2: The Jabberwocky by Lewis Carroll</b></p> <p>This nonsense poem is deliberately written to <b>resist easy meaning-making</b> by the reader. The children have to work with the language in the poem to assemble their own meaning around nuances, hints, uncertainties and clues. This is one of the first <b>resistant texts</b> the children have come across in school. This poetry study allows children to work on their grammatical understanding of</p>	<p><b>Autumn 1:</b> Non-fiction texts liked Darlington. Children explore through their own reading, research and visit to Darlington town centre more about where they come from.</p>  <p><b>Autumn 2:</b></p> <p>Children in year 4 will explore a range of non-fiction instruction texts linked to their Autumn 2 art enquiry. They will follow these texts to create artwork and analyse their layout, style and in particular use of imperative verbs to write instructions for carrying out their own artwork. The children will also read about artists from different time periods and how their hard work and achievements are noted today.</p> <p><b>Spring 1:</b> Non-fiction books linked to the historical study of the <b>Ancient Greeks</b>. Non-fiction books linked to Spring 1 science learning – <b>the water cycle</b>. (Literacy Shed – Ancient Greece)</p> <p><b>Spring 2:</b> Non-fiction books linked to Spring 2 science objectives – <b>digestion, teeth and nutrition</b>. Explanation texts.</p> <p><b>Summer 1:</b> Non-fiction books linked to the historical study of the <b>Romans and Hadrian’s Wall</b>. Non-fiction books linked to Summer 1 science learning – <b>forces, including levers and catapults</b>. (Literacy Shed – The Romans)</p>  <p><b>Summer 2:</b></p> <p>Non-fiction books linked to our geography study of <b>rivers</b>. (Literacy Shed – Rivers)</p> <p>Non-fiction books linked to our science learning – <b>grouping and classifying living things and pollution</b>.</p>  <p><b>The Wonder Garden by Kristjana S Williams and Jenny Broom</b></p> <p>This beautifully illustrated text allows children to investigate and explore different biomes, habitats and the animals who</p>	<p><b>Autumn 2: The Longest Journey</b> (Visual)</p> <p><a href="https://www.literacyshed.com/longestjourney.html">https://www.literacyshed.com/longestjourney.html</a></p>  <p>This visual literacy unit has a link to Christmas and is fittingly studied at the end of the Autumn 2 half term. The children build on all of their work linked to imagery when describing the journey of the snowman in his mission to buy the perfect present. The children are also led to discuss and consider what is important at Christmas and whether we always need physical presents to make us happy. The children think about alternative endings to this visual clip and the impact this may have on the audience. This visual stimulus provides children with an opportunity to complete a full piece of their own narrative writing.</p> <p><b>Spring 1: The Boy Who Fell From the Sky – 50 Greek Myths</b></p>  <p>Different Greek Myths will be shared with the children at the end of the school day as they study the Greeks throughout Spring 1. They will be able to build on and expand their reading of <b>myths</b> after learning about Theseus and the Minitour in English lessons.</p>

explain big, difficult ideas and concepts, like how the universe started. One of the common features of a myth is a long journey or quest, where the hero encounters creatures with supernatural powers.

\*Year 4 develop children's vocabulary significantly through their diet of texts.

Spring 2: **Charlie and the Chocolate Factory by Roald Dahl**



After meeting this author in year 3 when reading Esio Trot, the children continue to build their love for Roald Dahl as they read Charlie and the Chocolate Factory during the Spring 2

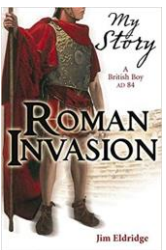
half term. The children explore language and character, again building on their work in year 3.

Summer 1:

**Legend: Romulus and Remus**

While studying the Romans, the children will read the legend: Romulus and Remus. The children will develop their reading skills and learn about the twin brothers who were believed to have founded the city of Rome.

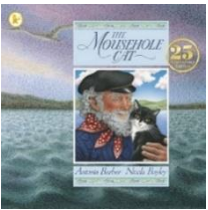
Summer 1: **Roman Invasion by Jim Eldridge**



This is a good final novel in year 4, which provides children with a greater understanding of the **historical context** of Roman Britain. This text is a gripping

fictionalised diary which vividly brings to life the faraway, violent days when Ancient Britain was first brought under Roman rule. This novel study enables children to experience history first hand, supporting the topic enquiry wholeheartedly. The other texts in this series are also available in school and loved by many. This might just be the text type for you!

Summer 2: **The Mouse hole cat by Antonia Barber**



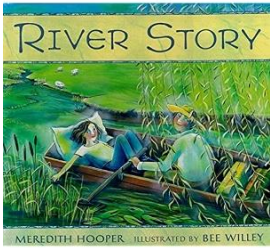
This story is a magical retelling of an ancient Cornish **legend** told from the cat's perspective.

It tells the story of

Mowser the cat and her pet man Tom and how she saves him from drowning, and the village of Mousehole from starvation, by calming the Great Storm-Cat with her song. This text explores themes of **bravery**, **sacrifice** and **companionship** between Mowser and Tom and will provide opportunities for the children to think about these attributes in their own friendships – and also make comparisons to the relationships between the characters in Fox studied in Autumn 1. Studying this Cornish legend, builds on children's understanding of legends from their exposure to ancient Egyptian legend: Isis and Osiris in year 3 and the legend of Romulus and Remus in year 4 Summer 1. It will be built upon further in year 5 when children learn about Beowulf and/or the legend of King Arthur.

At this point in year 4, children should be becoming confident with the similarities and differences between legends, myths and fables.

word classes, etymology and morphology, inference skills and provides opportunity to builds on their **performance poetry** outcomes from Autumn 2.



Summer 2:

**River Story by Meredith Hooper**

This poetic text supports children's geography

learning and overall enquiry as it provides a beautifully illustrated account of a river's journey from its source to the sea. Winning the English Association's Non-fiction Award, this text is an excellent introduction to rivers with beautiful illustrations and a detailed spread at the end of the book charting the key geographical stages of a river's journey. The illustrations work very effectively together with the words to portray the river as something living and organic.

Summer 2:

**Poet: Valerie Bloom**

- **The River**
- **I asked the river**

Building on their reading and exploration of 'The River Story' by Meredith Hooper, the children are re-introduced to Jamaican poet Valerie Bloom. Her poems 'The river' and 'I asked the river' use personification, metaphor, simple rhyming schemes and repetition to describe the river and its journey. After studying rivers as part of their geography enquiry and reading River Story, children are in a good position to compare different text types linked to rivers – looking for similarities and differences in the description of a river before composing their own. 'I asked a river' also promotes discussion around caring for our environment and the impact of plastic pollution in our waterways. Valerie Bloom's poetry style draws some similarities to that of Benjamin Zephaniah, who the children will study in detail in year 5, with its strong links to the Caribbean and use of a Jamaican dialect. Children have previously come across this poet in year 1 too.

live there. While supporting children's interest in their science learning, the challenging and sometimes poetic language used in this text describes the creatures vividly. The way this book is presented encourages children to question whether it is a fiction or non-fiction text at heart and also provides yet another opportunity in year 4 for the children to expand their vocabulary choices to create vivid imagery for the reader. This text will be used as part of children's science learning and be available in the classroom.



Year 5

Autumn 1:  
**What did the Anglo Saxons and Vikings leave behind?**  
**Michael Morpurgo**

Autumn 2: **Why would you leave one small island for another?**  
**Benjamin Zephaniah**

Spring 1: **How can you make theatre?**  
**William Shakespeare**

Spring 2: **How easy would it be to become a self-sufficient school?**

Summer 1: **How did mining shape the North East we know today?** **Thomas Barnardo**

Summer 2:  
**Who was more advanced in 900AD – Britain or the Maya?**

In year 5, children firstly read and respond to biography and autobiographies before writing their own in the Summer term. This is a new text type introduced in upper key stage 2.

- Novel studies:
- Fantasy adventure (non-linear time sequence)
  - Legends
  - Macbeth
  - Historical fiction

Autumn 1: **Legends**



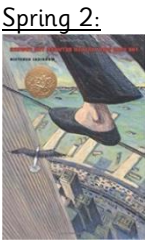
Depending on the cohort of children, year 5 will study Beowulf by Michael Morpurgo or engage in a series of short stories from the Tales of King Arthur. The children study Beowulf and/or The Legend of King Arthur as they are linked to the Anglo Saxon/Viking time periods which the children are studying in history. The children will build on their previous experiences of this text type, understanding that legends are widely believed to be rooted in truth but have evolved over time and taken on many fictional elements. The year 5 children will analyse the **plot structure** of a legend and explore the type of characters that are featured in this type of story before writing a legend of their own in a similar style. The children will have previously encountered legends in year 3 and year 4 linked to their topic enquiry studies of Ancient Egypt and the Romans. The children will have studied the legends of: Romulus and Remus (Romans – Y4) and Isis and Osiris (Ancient Egypt – Y3). They will have also studied the ancient Cornish legend The Mouse hole Cat by Antonia Barber in year 4.



into the history of the Windrush generation. Through studying the text, children will engage with the experiences of those who left behind their homes in the Caribbean and arrived on the shores of Britain after the Second World War. This text supports the year 5 geography enquiry linked to migration and the Windrush generation and also provides children with opportunities to understand



Autumn 2: **The Journey by Francesca Sanna** is a beautifully illustrated picture book that is used in English lessons and also to support the Year 5 Autumn 1 topic enquiry: ‘Why would you leave one small island for another?’ The text in this book is easy to read in terms of vocabulary and sentence structure and this apparent simplicity combined with the memorable illustrations have great power to move readers of all abilities. This text allows children to understand and explore the unimaginable decisions made as a family leave their home and everything they know to escape the turmoil and tragedy brought by war. This text gives the children another insight into the reasons people migrate and provides them with opportunities to write letters in role as the different characters. Throughout this unit, the children explore the concept of entitlement of fundamental human rights and freedoms for all while developing understanding and empathy for refugees who often live with continued uncertainty, even when they hope they have reached a place of safety.



Autumn 1, this text takes children back to the iconic setting of New York City as they explore the **risk taking**, daredevil Philippe Petit and his feat to walk between the twin towers. The children explore how a real-life event (Philippe Petit’s 1974 tightrope walk between the World Trade Center towers) has been portrayed as fiction while also appreciating the **courage** and **skill** required to accomplish such a task! The children spend time debating the risks associated with such a challenge before completing a letter of advice to Phillippe and also using their inference skills to give their own impressions of his character.

Autumn 1:  
**Russian Doll by Rachel Rooney.** This poem is linked to the year 5 PSHE Autumn 1 theme of **identity**. This half term, the children explore the factors that contribute to a person’s identity. This poem allows children a ‘way in’ to thinking about and exploring the different layers of their own identities – just like the different layers of a Russian doll. The children produce their own poetry in a similar style. This unit allows children to explore **who they are**.

Autumn 2:  
**Benjamin Zephaniah\*\***  
Benjamin Zephaniah is a poet studied in Autumn 1 by the pupils of year 5. Benjamin Zephaniah left school at age 13 unable to read or write. He is the son of two Caribbean immigrants and has faced many challenges throughout his life. Benjamin Zephaniah channelled his passions for music, performance and poetry to make his views on homelessness, unemployment and racism heard not only in the UK but around the world. Studying Benjamin Zephaniah teaches our children about **resilience, perseverance, standing up for what you believe in** and how their **actions can shape our world today**. As part of this poet study, the children will carry out **performance poetry** in the **dub poetry style** of Benjamin Zephaniah. They will explore poems from his bestselling book – **Talking Turkeys**. The year 5 children will also study the poem **‘The British’ by Benjamin Zephaniah**. The children will link studying this poem to their topic enquiry and PSHE learning to further explore and celebrate the diversity of British society today.

Autumn 2: **In Flanders Fields by John McCrae.** As we come together as a whole school and with the wider community for Remembrance day, the children will study poems that were written by soldiers as a means to express their thoughts, feelings and fears of war. The children will study one of the purposes of poetry - as a way to express feelings - and write their own poetry in a similar style.

Summer1: **Pitman Poet Trimdon Grange Explosion by Tommy Armstrong**

Autumn 1:  
**Saxons and Vikings.** (Literacy Shed Comprehension – The Vikings Y4) Children will apply their learning about this topic in a non-chronological report.

Autumn 2:  
Empire Windrush migration.

**Journeys: The Story of Migration to Britain**  
This non-fiction text supports children’s work on their topic enquiry when studying the **history of migration** from 1066 up to the present day. Their learning will span from the Normans who came to England from France after William of Normandy became King in 1066 and will continue through the years, spanning the slave trade, Irish famine, world war 1, world war 2 and the war in Syria in 2011. The children will then consider what changes theses migrations have made to life in Britain. (Literacy Shed – Migration)

Spring 1  
Non-fiction texts are available in the classroom and planned into enquiry lessons to enhance the science study of **light**. (Literacy Shed – Y6 Light)

Spring 1:  
**Shakespeare.**

Spring 2:  
Non-fiction texts are available in the classroom and planned into topic lessons to enhance the geography study of **sustainability**. (Literacy Shed – Eco Global Warming)

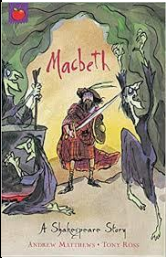

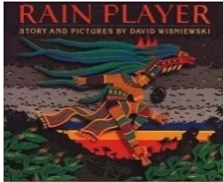

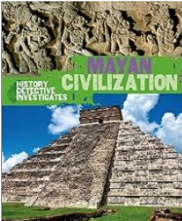
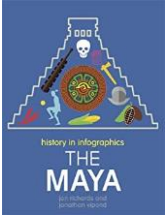

Autumn 2: **Coming to England by Floella Benjamin** is on the bookshelf. Through engaging in this text, the children are able to learn about the experiences of migration from a child of similar age to them. Floella’s first person account about her and her family’s migration from Trinidad to the UK allows children to put their **topic learning into a real life context** while continuing to identify further **push and pull factors of migration**.

Autumn 2: **The Arrival by Shaun Tan**  
This text will be on the year 5 bookshelf during Autumn 1. Building on from children’s study of the Jabberwocky in year 4, The Arrival is a resistant text that requires children to construct their own meaning from a wordless picture book. The theme of this book is closely linked to immigration and shares feelings of being lost, frightened or confused by new and unfamiliar environments.

Autumn 2: **Coming Home by Michael Morpurgo** (Visual and Text)  
<https://www.literacyshed.com/cominghome.html>  
This visual literacy unit of English has a link to Christmas and is fittingly studied at the end of the Autumn 2 half term. The children build on all of their work linked to human migration and apply this to the migration of the robin who is returning home from his Scandinavian migration. The dual use of a visual and written text supports children in writing their first **complete narrative**, using Michael Mopurgo’s text to explore and expand their original vocabulary choices.

Spring 2: **El Caminante** (Visual)  
This unit of visual literacy builds on the study of the text: ‘The Man Who Walked Between The Towers’ at the start of the Spring 2 half term. The children will draw similarities between this fictional visual and the tightrope walk of Philippe Petit and have the opportunity to complete a **full narrative piece of writing**. They will also have the opportunity to change this fictional visual into a non-fiction newspaper outcome – in a similar way that Philippe Petit’s tightrope walk was written as a fictional story in The Man Who Walked Between The Towers.



	<p>character point of view, impressions of character and write in role.</p> <p><u>Spring 1: Macbeth</u></p>  <p>Linked to West Park Academy’s vision for all children to experience visiting a theatre (<b>Eleven before eleven</b>), during this half term the year 5s will visit our local theatre in Darlington and also study one of the most famous plays ever written by <b>William Shakespeare**</b>. The children study this retold version using accessible language and illustrations to bring to life the story of Macbeth. There are opportunities for children to access the original William Shakespeare script throughout this unit once their understanding of the story and character development is secure. (Story from our literary heritage)</p> <p><u>Summer 1:</u></p>  <p><b>Street Child by Berlie Doherty</b></p> <p>This is a good final text to study in year 5 as children are soon to transition into year 6 and beyond. Previously an early KS3 text, Street Child provides children with a greater understanding of the <b>historical context</b> of Victorian Britain as they embark on their topic enquiry about mining in the North East and the Industrial Revolution. This novel study enables children to discuss challenging themes including cruelty, injustice, resilience and humanity. It also enables children to develop an understanding of issues such as poverty and child labour.</p>	<p><u>Summer 2: Rain player by David Wisniewski</u></p>  <p>This traditional Mayan tale tells the story of a young Mayan boy who must defeat the Rain God in a ball game order to save his people from disaster. The year 5 children will have explored the Mayan creation story, Popol Vul, as part of their history topic work and will know about the traditional ball game that features in this text. This prior knowledge before reading this beautiful cut-paper artwork picture book will support children to make meaning from the story and the Mayan customs it shares. This text provides many opportunities for non-fiction outcomes, such as: instructions for pok-a-tok, posters, a missing scene, newspaper reports and debate writing.</p>	 <p><b>Mining Explosion</b> The Trimdon Grange mining accident</p> <p>This poem is a <b>narrative poem</b> written and set in the North East of England. It draws many similarities to the war poems studied earlier in year 5 as a means for people to express their emotions about an event. This poem allows children to explore a primary source of historical evidence that was written in response to the Trimdon Grange Colliery Explosion. They will learn about the feelings of people at the time and use this to understand the context in which their topic enquiry sits. Tommy Armstrong recorded this poem as a song in order to raise money for the widows and orphans impacted by the disaster. Children will perform this poem, thinking about the vocabulary choices and empathy it requires, and will compare this to their dub poetry performances in Autumn 1.</p>	<p><u>Summer 2:</u></p>   <p>Non-fiction texts are available in the classroom and planned into topic lessons to enhance the history study of the ancient <b>Maya civilization</b>. Children will apply their learning about this topic in a non-chronological report. (Literacy Shed – Y4 The Maya Y5 – Rainforests)</p> <p>Non-fiction texts are available in the classroom and planned into topic lessons to enhance the science study of <b>Earth and Space</b>. (Literacy Shed – Space)</p>	<p><u>Summer 1: Biography of Thomas Barnardo**</u> (Visual)</p> <p><a href="https://www.bbc.co.uk/programmes/p015jf2y">https://www.bbc.co.uk/programmes/p015jf2y</a></p>  <p>The children use what they have learnt through the novel ‘Street Child’ to begin to learn about the life and work of Thomas Barnardo. This BBC True Stories visual provides the children with information about the life of Thomas Barnardo. As part of this unit of learning, the children will write the biography of Dr Barnardo and learn about his selfless and tireless work to improve the lives of others. This links directly to our curriculum intent as children consider <b>what they can do to shape the world</b> and <b>who they aspire to be</b> in the future. Previously, the children will have read other biography texts linked to Benjamin Zephaniah (Autumn 1) and other key figures throughout their time in year 5.</p>
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Year 6

Autumn 1:  
**What are rainforests and what action can we take to improve their sustainability?**  
**Charles Darwin**  
**Wangari Maathai**

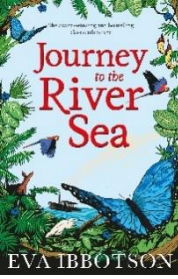
Autumn 2: **What does it mean to be fit for life?**  
**Malorie Blackman**

Spring:  
**How has crime and punishment changed over time in Britain?**  
**Alfred Noyes**  
**Louis Sachar**

Summer:  
**Coasts – Geography\***  
**Anthony Browne**  
**Shackleton**  
**Amelia Earhart**  
**David Almond**

Strong theme of friendship and kindness in the texts studied in year 6.  
Viewing the story/events from different perspectives is also repeated/explored.

Autumn 1:  
**Journey to the River Sea by Eva Ibbotson**

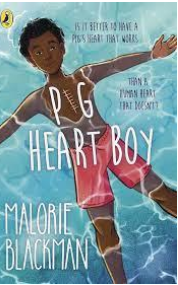


Set in South America in the 1900s, this exciting adventure text provides further context of the environment in which the year 6 Autumn 1

geography enquiry is set. This text follows the journey of orphan, Maia who is excited to experience the sights, sounds and smells of the Amazon. This story sees **the female protagonist** Maia become a wonderful heroine and explores themes of **friendship**, **our responsibility to those around us** and the **importance of the natural world** – all of which are key factors in the year 6 Autumn 1 enquiry. These themes are also key to the vision and intent of West Park Academy's curriculum for all children to aspire to be **responsible citizens** who can **positively shape the world in which they live**.

This text provides descriptive writing opportunities and wealth of reading outcomes to delve into. This text also sets children up to work on their stamina for longer, more complex reading.

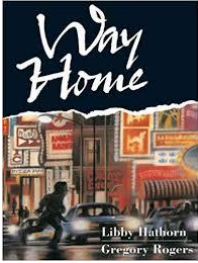
Autumn 2: **Pig Heart Boy by Malorie Blackman**



In Autumn 2, the year 6 children read and respond to Pig Heart Boy by Malorie Blackman. This text is a key driver for the science enquiry and PSHE discussion as

different quotes from the book are explored and understood further in lessons across the curriculum. For example: "...You want to make our son a pig-heart boy.' A pig-heart boy? What on earth was mum talking about? I frowned as I leaned in closer. 'Better a pig's heart that works than a human heart that doesn't.' Dad argued." This quote leads children into a science lesson in which they compare a human heart with a pig's heart. The text itself tells the story of a male thirteen-year-old, Cameron, as he desperately searches for a new heart. When he is offered the opportunity to

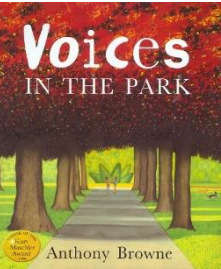
Spring 1: **Way home by Libby Hathorn**



This award winning picture book is a startling evocation of life for a young homeless boy on the city streets, showing the people and situations he

encounters during one evening when he adopts a cat. The theme of homelessness is built on from the book study of Street Child in year 5 but this time in much more modern times. The idea of 'gangs' is also covered in this text and the ways in which others can make us feel threatened is drawn out for discussion with the year 6 children. This is later built upon further when they read the short story, 'What's it worth, Joey?' in the Summer term. The year 6 children use this text to learn about building tension, tracking plot structure and also apply their learning about perspective writing to retell the tale from the perspective of the cat.

Summer: **Voices in the Park by Anthony Browne**



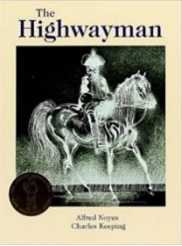
Often appearing on bookshelves lower down the school, this picture book is revisited in the summer term of year 6. From this text, the children learn

about authorial voice and how to write from radically different perspectives as the characters in this story all tell their own version of the same walk in the park. This simple yet effective text also provides a way in to discuss the key themes of friendship and alienation, both covered in the year 6 summer PSHE curriculum. In year 6, this picture book is paired with a short story **'What's it worth, Joey'**. This story, set in industrial Britain around the 1970s, follows a young boy (Joey) who is skilled at spotting valuable items. It involves the use of many slang terms, explores what life was like in the past, gang culture and peer pressure. The children have opportunities to write from the different perspectives of the characters in a similar way to that of Anthony Browne as an end point of this English study.

Autumn 2:  
**WW1 Poetry**

As we come together as a whole school and with the wider community for Remembrance day, the year six children will listen to and discuss a range of poetry produced by soldiers during World War 1. They will used their inference skills to unpick meaning from these poems and empathise with the experiences of men on the battlefield. The year 6 children also explore a range of poem structures in order to produce their own in a similar style.

Spring 2: **The Highwayman by Alfred Noyes**



This **narrative poem**, set in 18<sup>th</sup> century England, provides children with the opportunity to explore themes of crime, punishment, love, loss and death. Children

explore the poetic use of alliteration, metaphor and enjambment throughout this three-part, six stanza poem. This poem is also cleverly linked to the year 6 history curriculum when learning about Georgian crime and punishment. This **archaic** poem exposes children to vocabulary, syntax and cultural references that are different and typically more complex than poems written today. Children have previously studied the archaic poem 'The Owl and The Pussy Cat' in year 3.

Summer: **The Charge of the Light Brigade by Alfred Tennyson**

This narrative poem deals with the historical events of a key battle in the Crimean War, in which the British fought against the Russians for territory in the Crimea. The poem was written in the third person by Alfred Tennyson in 1854 when he was Poet Laureate of Britain. It is a tribute to the British soldiers of the Light Brigade who died in the hopeless attack against a battery of Russian guns – this context, again providing the children with another viewpoint of war and conflict in their aim to answer the overarching enquiry this half term.

In the Summer term, year 6 children will write and perform poetry and playscripts.

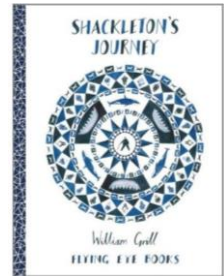
Autumn 1: A range of non-fiction geography texts linked to **South America** and **rainforests around the world** – including infographics linked to deforestation.  
Children also read and respond to a biography text of **Charles Darwin**.

Autumn 2

Non-fiction books linked to the science learning – the **human body and heart**.  
Children will apply their learning about this topic in a non-chronological report.  
(Literacy Shed – Y6 Heart and Circulation)

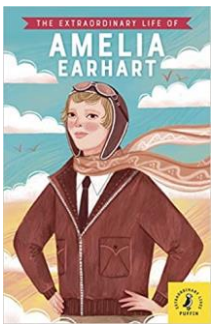
Spring: Non-fiction texts linked to Crime and Punishment through the years.  
(Literacy Shed: Crime and Punishment).

Summer: **Shackleton's Journey by William Grill**



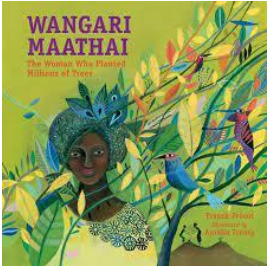
This non-fiction picture book beautifully illustrates Shackleton's epic journey to Antarctica and allows the year 6 children to learn about his expedition. This text allows pupils an insight into why particular situations can make individuals behave as they do and explores the dilemmas Shackleton and his crew faced on their expedition.

Summer: **The Extraordinary Life of Amelia Earhart by Sheila Kanani**



Through children's study of explorers they will learn about female pilot Amelia Earhart. Her disappearance, in the midst of her attempt to circumnavigate the globe, is one of history's greatest unsolved mysteries, and today she is remembered as not only the first female pilot to cross the Atlantic Ocean, but for being a bold, brave and adventurous woman who fought tirelessly for what she believed. Again, children will have the opportunity to research and then write a biography linked to Amelia and/or other explorers studied during the Summer term.

Autumn 1: **Wangari Maathai: The Woman who planted millions of trees.**



Black History Month (October)  
Linked to the Year 6 geography enquiry, the children read and learn about Nobel Peace Prize winner Wangari Maathai. This beautiful picture book is share for pleasure

an enjoyment as part of Black History month. Wangari's efforts to lead women in a non-violent struggle to bring about peace and democracy to Africa are truly celebrated and noted. Here, the children learn about **determination**, **aspiration** and all of the **British Vales**. They often prepare a spoken word presentation for assembly linked to their learning.

Autumn 2: **The Bear and the Hare (Visual)**



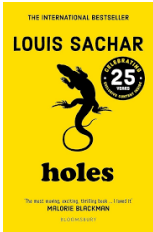
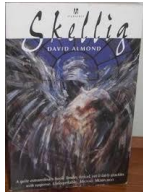


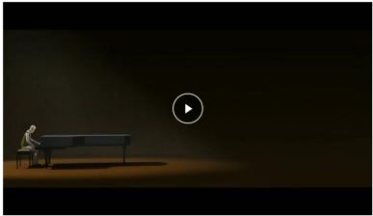
At the end of the Autumn 2 half term, the year 6 children use the stimulus, The Bear and the Hare, to write their own descriptive narrative. Children create a vast word bank together before writing their own narrative to entertain. Some children choose a first-person recount, others a third person narration, sometimes the story starts where the visual clip ends. The opportunity for writing is open and often enjoyed by all children at this festive time of year.

Spring 1: **Treasure (Visual)**




<https://www.literacyshed.com/treasure.html>  
This visual clip, used in the spring term of year 6, is about a homeless woman, Esther, who is seen searching through a junkyard. She passes by objects of possible use and worth in favour of things that are broken or old, until she finds just the right treasure. This simple yet effective clip provides skill based sentence structure teaching opportunities for children as they are introduced to some of the new punctuation and grammar elements of year 6. It also builds on the theme of homelessness from Year 5's study of Street Child and Way Home. The key message of this clip is often interpreted that one person's trash can be another's treasure and everything can have sustainable value.



	<p>take part in a radical and controversial experiment involving the transplantation of a pig's heart, the world around him becomes less accepting. This text provides English opportunities for children to write their own opening chapter in a similar style to 'Chapter 1 – Drowning' – learning from Malorie Blackman's choice of sentence structures and vocabulary for tension and high impact on the reader. It also provides excellent opportunities for persuasive writing and holding class debates. Themes of <b>friendship</b>, <b>tolerance</b>, <b>acceptance</b> and <b>rule of law</b> are explored throughout this story.</p> <p><u>Spring:</u> <b>Holes by Louis Sachar</b></p> <div></div> <p>Throughout the spring term, the children read Holes by Louis Sachar. The themes of crime and punishment, redemption and friendship are explored as the story progresses alongside the complexity of a sub-plot running alongside the main story. The unique style of writing, which keeps us all wanting more, is enjoyed by the vast majority of our year 6 pupils. Parent feedback, from often reluctant readers, has been extremely positive linked to this text choice.</p> <p>The text provides children with descriptive writing opportunities, comparisons to be made across the text and character exploration. Children often provide their impressions of the characters as we are introduced to them and consider how this impression sometimes changes as we read more. There are also many writing in role opportunities, showcasing just how well we know the different characters based on our reading.</p> <p><u>Summer 1:</u> <b>Skellig by David Almond</b></p> <div></div> <p>In the summer term, the year 6 children read and respond to the much loved and award winning modern classic, Skellig by local author David Almond. This humorous yet at times haunting fantasy text is filled with huge emotions, quiet courage and</p>	<p><u>Summer:</u> <b>Cloud Tea Monkeys by Mal Peet</b></p> <div></div> <p>This modern folktale set in India, tells the story of Tashi and her family. Her mother, an impoverished tea-picker, becomes ill and as a result Tashi, her little girl, tries to continue her mother's job. Ridiculed by the bad-tempered Overseer, Tashi seeks solace where the local monkeys regularly share her fruit, and her generosity is repaid as they pick the highest and best tea to fill her basket. Recognising its excellence, the benevolent Royal Tea-Taster rewards Tashi, her mother is cured, and their livelihood ensured. This text uses beautiful and vivid descriptions and has many opportunities to look at character development throughout. Through engaging in this text, the year six children will experience another culture and learn about how <b>legends</b> develop over time.</p>	<p>Throughout year 6, the children read and respond to a range of poetry in reading lessons.</p>		<p><u>Summer:</u> <b>Snake V Iguana – Planet Earth</b></p> <p><a href="https://www.youtube.com/watch?v=PDfQDzqGmiU">https://www.youtube.com/watch?v=PDfQDzqGmiU</a></p> <div></div> <p>This captivating, action packed clip from the renowned series Planet Earth sees the miraculous escape of an iguana from a den of snakes. Linked to the year 6 science curriculum of animal adaptation, inheritance and evolution, the children spend time writing Kenning poetry and following this, a dramatic action packed narrative. The precise selection of nouns and verbs and long/short sentence structures becomes a focus for this piece of writing and showcases children's ability to build tension, make links with music to the pace of their writing and really sees them consider the audience and purpose of this piece.</p> <p><u>Summer:</u> <b>The Piano by Aiden Gibbons</b></p> <div></div> <p><a href="https://www.literacyshed.com/piano.html">https://www.literacyshed.com/piano.html</a></p> <p>In the summer term, the year 6 children engage in this beautiful visual clip – The Piano. This clip looks at the lasting effects war and conflict can have on someone and provides a wonderful stimulus for children writing their own flashbacks and flash forwards. This visual provides opportunities for children to consider their own aspirations – flashing forward where they see themselves in the future while also considering what has shaped them into the people they are today.</p>
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	<p>a fair bit of magic. The children learn the true power of kindness and friendship as they read this story and develop their inference skills as they learn about the characters and subtle themes that appear throughout the story. This text is loved by many of our year 6 children and staff. It is a firm favourite in upper key stage two.</p> <p><u>Summer 2:</u> <b>Wonder by R.J. Palacio</b></p> <div data-bbox="519 470 664 686">The image shows the front cover of the book 'Wonder' by R.J. Palacio. It features a blue background with a white face of a boy with black hair and blue eyes. The word 'Wonder' is written in a stylized, cursive font across the face. The author's name 'R.J. Palacio' is at the bottom.</div> <p>Reading this text in the second summer term in year 6, builds on the themes of <b>friendship</b> and <b>kindness</b> while also providing strong links to discussing <b>school transition</b>. Written in the first person, <i>Wonder</i> follows the main character, Auggie, as he experiences more than the usual ups-and-downs of friendships, family and school. The story is also told from the perspective of other characters, providing glimpses into their own behaviour and exploring <b>the impact our actions can have on others</b>. Thought-provoking, engaging and uplifting, this is a wonderful read with a powerful message - <b>we can all choose to be kind</b>. This text builds on the study of Anthony Browne's picture book, <i>Voices in the Park</i>, as it is told from multiple perspectives and provides children with many opportunities to discuss their worries and feelings linked to secondary school transition.</p>				
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