

# Northstead Whole School Curriculum Long Term Plan

## Reading Long Term Plan

EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Theme</b>	Me in my World	What a Performance	Animal Antics	Roots and Shoots	Marvellous Machines	Buckets & Spades
<b>RWI expectation</b>	Group A	Group B	Group C	Ditty	Red	Green
<b>Sound expectation</b>	Read first 16 set 1 sounds	Read all set 1 single sounds	Read all set 1 single sounds	Read set 1 Special Friends	Read double consonants	Read first 6 set 2 sounds
<b>Reading linked to English curriculum</b>	Only one you Linda Kranz Super Duper You Sophy Henn Captain Sparklebeard Timothy Knapman	We're going on a bear hunt Micheal Rosen Cinderella Nick Sharrat Stickman Julia Donaldson The Snow Queen Hans Christian Anderson	The Blue Penguin Petr Horace What the Ladybird heard Julia Donaldson How to find a fruit bat Michelle Robinson Around the World	Errol's Garden Gillian Hibbs The very hungry caterpillar Eric Carle I will not ever eat tomato Lauren Child	The Magic Train Ride Barefoot books Whatever Next Jill Murphey The king's coronation Marion Billet	Duffy's lucky escape Ellie Jackson Commotion in the Ocean Julia Donaldson Billy's Bucket Kas Gray Ruby's Worries Tom Percival
<b>Books we want children to read before they leave</b>	Nursery Rhymes You be you Linda Kranz Shine Sarah Asuouo The Go away bird - Julia Donaldson Titch Pat Hutchins Funny Bones Allan Ahlberg	Brown Bear, Brown Bear Bill Martin Gruffalo Julia Donaldson Because Mo Willems All join in Quentin Blake	The tiger who came for tea Judith Kerr Oi Frog Collection The Ugly Five Julia Donaldson Is there a dog in this book Viviane Schwarz Spinderella – Julia Donaldson Hairy Maclary Linley Dodd	The Tiny Seed Eric Carle Avocado Baby John Burningham Oliver's Vegetables Vivian French The Gigantic Turnip Aleksei Tolstoy Supertato Sue Hendra	Emergency! The hundred decker bus Mike Smith	The Rainpaw Fish Marcus Pfister The Snail and the Whale Julia Donaldson Tiddler Julia Donaldson
<b>Poetry</b>						

**Year 1**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Learning Theme</b>	Scarborough and the UK		Famous People from the UK		Toys past and present		
<b>RWI expectation</b>	Read green story books	Read purple story books	Read pink story books	Read orange story books	Read yellow story books	Read yellow story books	
<b>Sound expectation</b>	Read set 2 sounds (47 sounds known)	Read 6 set 3 sounds (56 sounds known)	Read 17 set 3 sounds (64 sounds known)	Read all set 3 sounds (74 sounds known)	Revise set 3 sounds (74 sounds known)	Revise set 3 sounds (74 sounds known)	
<b>English Class reads</b>	<u><b>Journeys &amp; exploration</b></u> R Naughty Bus Jan Oke and Jerry Oke Grandad's Island Benji Davies Here we are Oliver Jeffers Journey Aaron Becker Cave Baby Julia Donaldson Astro Girl Ken Wilson Max	<u><b>Heroes &amp; Villains</b></u> I Want My Hat Back Jon Klassen Send for a Superhero Michael Rosen Little Red Bethan Woolvin Rapunzel Bethan Woolvin Billy Goats Gruff Alison Edgeson The Baddies Julia Donaldson Superworm Julia Donaldson	<u><b>Similarities and differences</b></u> Beegu Alexis Deacon Leo and the Octopus Isabelle Marinov The Smartest Giant in Town Julia Donaldson Freddy & the Fairy Julia Donaldson Monkey Puzzle Julia Donaldson Room on the Broom Julia Donaldson Knuffle Bunny Mo Willems Elmer David McKee	<u><b>Nature &amp; Environment</b></u> Stanley's Stick John Hegley and Neal Layton Dinosaurs and all that Rubbish Michael Foreman Bog baby Lots – The diversity of Life on Earth Where the Wild things are Maurice Sandak Owl Babies Martain Waddell Leaf Man Lois Ehlert	<u><b>Friendship &amp; Kindness</b></u> Pig the Pug Aaron Blabey Lost and Found Oliver Jeffers The Way Back Home Oliver Jeffers On Sudden Hill Linda Sarah Farmer Duck Martin Waddell	<u><b>Imagination &amp; creativity</b></u> Iggy Peck, Architect Andrea Beatty and David Roberts R Julian is a Mermaid Jessica Love	
<b>Class reads linked to curriculum / books we want children to read before they leave</b>	A range of non fiction texts linked to topic will be shared		A range of non fiction texts linked to topic will be shared		Dogger Shirley Hughes Grandpa John Burningham The Lost Toys in the Museum David Lucas The rabbit that belongs to Emily Brown Cressida Cowell		
<b>Poetry</b>							
	<b>Word Reading</b> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word                             <ul style="list-style-type: none"> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> </ul> </li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> </ul>			<b>Comprehension</b> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently                             <ul style="list-style-type: none"> <li>being encouraged to link what they read or hear to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>understand both the books they can already read accurately and fluently and those they listen to by:                             <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul> </li> </ul>			

- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

**Year 2**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Theme</b>	The British Isles/London		Great Fire of London to the Victorian Era		Famous people from outside the UK/Space travel	
<b>RWI expectation</b>	Read blue story books	Read blue story books	Read grey story books	Read grey story books	Gold book band	White book band
<b>Reading Viper Texts Stage 2</b>	<p>Most children still completing the RWI programme</p> <p>For those who are off the programme...(these books are familiar to children so that comprehension question types can be focussed on)</p> <p>Little Red – Significant author viper                      Rapunzel – Significant author viper                      The Pied Piper – narrative -retrieval                      Hansel &amp; Gretel –narrative- retrieval                      Hey Diddle Diddle –poem - mixed                      Mary had a little lamb – poem - mixed</p>	<p>Most children still completing the RWI programme</p> <p>For those who are off the programme...</p> <p>The day the crayons quit – Picture book viper                      After the Fall – Picture book viper                      Country Mouse in the big city- narrative -mixed                      Poppies – information - mixed                      Villages – information -mixed                      Cities - information- mixed</p>	<p>The Hungry Fire – Poem – Vocab                      The Great Fire – information – vocab                      Samuel’s Dairy – diary – retrieval                      Victorian inventions – poem -mixed                      Rich and poor Victorians – narrative – mixed                      Queen Victoria – information – mixed</p>	<p>The Bear and the piano – picture book viper                      Grandad’s Island – Picture book viper                      Badger’s parting gifts – picture book viper                      Victorian Jobs – information - mixed                      Victorian schools – information- mixed                      A Victorian seaside – information – mixed</p>	<p>Modern explorers – information- mixed                      Exploring the Atlantic – information – mixed                      James Cook – biography - mixed                      Florence Nightingale – information – retrieval                      Mary Seacole – narrative – vocab                      Ibn Battuta – biography - mixed</p> <p>GD Group –                      Fantastic Mr Fox- significant author viper                      George’s Marvellous medicine – significant author text</p>	<p>Walking on the moon – poem – vocabulary                      Fly me to the moon – narrative – vocabulary                      The Space Race – information – retrieval                      10 facts about space landings – information - retrieval                      Katherine Johnson – biography – retrieval                      Seaside Magic – narrative - vocab</p> <p>GD Group -                      Matilda – significant author viper</p>
<b>English Class Reads</b>	<p><b>A Twist in the tale</b></p> <p>Goldilocks &amp; the Three Bears Lauren Child                      Jim and the Beanstalk Raymond Briggs                      After the Fall Dan Santat                      You Choose Fairy Tales Pippa Goodhart                      Snow White in New York Fiona French                      The true story of 3 pigs Jon Scieszka                      Each Peach Pear Plum Allan Ahlberg                      The Jolly Postman Allan Ahlberg                      Egyptian Cinderella Shirley Climo                      Just the one Bear Leigh Hodgkinson                      Me and You Anthony Browne</p>	<p><b>Creation &amp; conservation</b></p> <p>The Journey Home Frann PrestonGannon                      We Are Water Protectors Carole Lindstrom                      The Secret Sky Garden Linda Sarah                      The golden Wonderflower Benjamin Flouw                      Footpath Flowers Jon Arno Lawson</p>	<p><b>Bravery vs Fear</b></p> <p>The Bear Under the Stairs Helen Cooper                      The Bear and the Piano David Litchfield                      The Minpins Roald Dahl                      Wild Emily Hughes</p>	<p><b>Change &amp; relationships</b></p> <p>The Owl and the Pussy-cat Edward Lear                      Tadpole’s Promise Jeanee Willis                      If All the World Were... Joseph Coelho                      George’s Marvellous Medicine Roald Dahl</p>	<p><b>Fictional World &amp; Fantasy</b></p> <p>The Dragon Machine Helen Ward                      Toys in Space Mini Grey</p>	<p><b>Urban Metropolis</b></p> <p>The Great Fire of London Emma Adams                      The street beneath my feet Charlotte Guillian                      A Walk in London Salvatore Rubbino                      Last Stop on Market Street Matt de la Peña                      Ros Montgomery - The building Boy</p>
<b>Reading linked to curriculum / books we want children to read before they leave</b>	<p>Katie in London James Mayhew                      Katie in Scotland James Mayhew                      The King’s Knickers Nicholas Allan                      The Queen’s Hat Stacey Anthony</p>		<p>Vlad and the great fire Kate Cunningham                      Toby and the Great Fire Margaret Nash                      Oliver Hilary McKay</p>		<p>How to catch a star Oliver Jeffers                      Man on the Moon Simon Bartum                      Goodnight Spaceman Michelle Robison                      The Darkest day Chris Hadfield</p>	
<b>Poetry</b>						

<p><b>National Curriculum Objectives</b></p>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>
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**Year 3**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Theme</b>	British Isles & Europe		Stone Age to Iron Age		Ancient Egypt	
<b>Reading Viper Texts Stage 3</b>	The day the crayons came home – picture book viper Tuesday – picture book viper Meerkat Mail – picture book viper The smallest country – information – retrieval Country Comparisons – information – retrieval Around the world- narrative - vocab	The Koala who could – picture book viper The BFG -significant author viper Tin Forest – picture book viper Parisian Facts – information – retrieval Geography – information – vocab Favourite Toy – narrative - explanation	Stone Age Boy – Picture book viper The pebble in my pocket – picture book viper The Stone Age – information - retrieval Krag and the beast – narrative – retrieval Skara Brae – information – inference Stone houses – explanation – retrieval	Ada Twist Scientist – Viper picture book The dot – Viper picture book All about the iron age – retrieval Iron Age Celts - information – retrieval A Roman Invasion – Diary – retrieval Thief – narrative – vocabulary	On a mission – narrative - vocab Egyptian Gods - information - retrieval Cleopatra – information – retrieval How to mummify a tomato – instruction – summary Important animals – information – retrieval *	The Twits – significant author viper
<b>Reading Linked to English Curriculum</b>	<b>Magic &amp; Wonder</b> Leon and the Place Between Angela McAllister The Heart and the Bottle Oliver Jeffers Jumanji Chris Van Alsborg	<b>Dreams &amp; Curiosity</b> The BFG Roald Dahl Arthur and the Golden Rope Joe Todd Stanton The Tin Forest Helen Ward	<b>Disaster, Hope &amp; Healing</b> The Pied Piper of Hamelin Michael Morpurgo The Last Garden Rachel Ip Earth Shattering Events Robin Jacobs	<b>Overcoming Adversity</b> Cloud Tea Monkeys Mal Peet & Elspeth Graham Black Dog Levi Penfold We're all wonders RJ Palacio The Dot Peter H Reynolds Ava Twist Scientist Andrea Beatty	<b>From mystery to discovery</b> The Mysteries of Harris Burdick Chris Van Allsberg The Secret of Black Rock Joe Todd Stanton Flotsam David Wiesner A house that once was Julie Fogliano	<b>Confidence &amp; caution</b> Jim, A Cautionary Tale Hilaire Belloc Our Tower Joseph Coelho
<b>Reading linked to curriculum / books we want children to read before they leave</b>	Madeleine Ludwig Bemelmans Coming to England Floella Benjamin A Walk in Paris Salvatore Rubbino The Royal Rabbit's of London Santa Montefiore		Ug Raymond Briggs How to wash a wool mammoth Michelle Robinson There's a pebble in my pocket Meredith Hooper Stone Age Boy Satoshi Kitamura Stone Girl, Bone Girl Laurence Anholt		A range of non fiction texts linked to topic will be shared	
<b>Poetry</b>						
<b>National Curriculum Objectives</b>	<b>Word Reading</b> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>		<b>Comprehension</b> <ul style="list-style-type: none"> <li>maintain positive attitudes to reading and an understanding of what they read by:                             <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> </li> <li>understand what they read by:</li> </ul>			

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|  |  | <ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li><li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li><li>• provide reasoned justifications for their views</li></ul> |
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**Year 4**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Theme</b>	Rivers and the River System / Amazon		The Roman Empire		The Maya Civilisation	
<b>Reading Viper Texts Stage 4</b>	The Great Kapok Tree- picture book viper The Amazon River – information – retrieval River Talk – inference Parts of a river – retrieval Rivers of the world –retrieval	Flooding the Nile – vocab Nile mystery - narrative – summary Travel brochure – persuasive - vocab The little match girl – narrative – vocab Christmas Trees – information – retrieval Rudolph – narrative - summary	Who were the ancient romans – explanation – vocab What have the romans done for us – explanation - retrieval Ancient Rome – information – retrieval Julia Caesar – explanation – inference Gladiator –narrative – vocabulary	The Lion and the unicorn – picture book viper The Tunnel – picture book viper	The Maya – information – retrieval Sacrifice – narrative- summery Hero Twins – narrative – Gods – information –retrieval Maya cities – information – vocab	The Many worlds of Alfie Bright – Significant author viper
<b>Reading Linked to English Curriculum</b>	<b>Finding Freedom</b> Tar Beach Faith Ringgold Up and down Oliver Jeffers	<b>Invention &amp; innovation</b> FARThER Grahame Baker Smith The Iron Man Ted Hughes	<b>Darkness &amp; Light</b> The Selfish Giant Oscar Wilde Winter’s Child Angela McAllister Frindleswylde Natalia & Lauren O’Hara	<b>Taking Courage</b> The Lion and the Unicorn Shirley Hughes Odd and the Frost Giants Neil Gaiman	<b>Exploration &amp; Discovery</b> The Baker by the Sea Paula White Shackleton’s Journey William Grill	<b>Different Worlds</b> The Lion the Witch & the wardrobe CS Lewis The Many World’s of Alfie Bright Christopher Edge Jabberwocky Lewis Carroll
<b>Reading linked to curriculum / books we want children to read before they leave</b>	Rhythm of the Rain Graham Baker-Smith Once upon a Raindrop James Carter The Great Kapok Tree Lynne Cherry		The Diary of Illiona		The Great Chocplot by Chris Callaghan	
<b>Poetry</b>						
<b>National Curriculum Objectives</b>	<b>Word Reading</b> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>		<b>Comprehension</b> <ul style="list-style-type: none"> <li>maintain positive attitudes to reading and an understanding of what they read by:                             <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> </li> <li>understand what they read by:                             <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>			



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|  |  | <ul style="list-style-type: none"><li>• asking questions to improve their understanding</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li><li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li><li>• provide reasoned justifications for their views</li></ul> |
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**Year 5**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Theme</b>	Natural Disasters		Anglo Saxons to Vikings		Castles a local history	
<b>Reading Viper Texts Stage 4/5</b>	The man who walked between the towers – Picture book viper Hidden Figure – picture book viper Winter battle – narrative – vocab Thunderbolts and lightning – information - retrieval Weather and climate change – information – retrieval The rain of life – narrative - explanation	The day the war came – Picture book viper Escae from Pompeii-picture book viper No Homework – playscript – retrieval Macbeth – Shakespeare viper	Journey – picture book viper The Island – picture book viper Viking invasion – information – vocab Vikings in Britain – information – summary Viking myths – information – retrieval The Theft of the Hammer – narrative - vocab	The sleeper and spindle – significant author viper Beowulf – significant author viper	Edinburgh Castle – information – vocabulary Kaspar, Prince of cats – significant author viper Kensuke’s Kingdom – significant author viper	The Highway Man – narrative – retrieval Alice in Wonderland – classic viper
<b>Reading Linked to English Curriculum</b>	<u><b>Ambition and Desire</b></u> The Man Who Walked Between the Towers Mordcai Gerstein Hidden Figures Margot Lee Shetterl Little People, Big Dreams Harriet Tubman The Bluest of Blues Fiona Robinson	<u><b>Power Vs Principles</b></u> The Odyssey Gillian Cross The Tempest William Shakespeare	<u><b>Belonging and equality</b></u> The Island Armin Greder Freedom Bird Jerdine Nolen Jouney Francesca Sanna Azzi in Bewteen Sarah Garland	<u><b>Legends &amp; Folklore</b></u> The Sleeper and the Spindle Neil Gaiman and Chris Riddell Beowulf Michael Morpurgo	<u><b>Lessons from History</b></u> Kaspar, Prince of Cats Michael Morpurgo Children of the Benin Kingdom Dina Orji	<u><b>Mystery &amp; truth</b></u> High Rise Mystery Sharna Jackson The Strange Case of Origami Yoda Tom Angleberger The Nowhere Emporium Ros MacKenzie
<b>Reading linked to curriculum / books we want children to read before they leave</b>	Pattan’s Pumpkin Chitra Soundar Flood Alvaro Villa The day the war came Nicola Davies		King Arthur and the Knights of the round table The Story of King Arthur Robin Lister There’s a Viking in my bed Jeremy Strong		A range of non fiction texts linked to topic will be shared	
<b>Poetry</b>						
<b>National Curriculum Objectives</b>	Word Reading <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li> </ul>			Comprehension <ul style="list-style-type: none"> <li>maintain positive attitudes to reading and an understanding of what they read by:                             <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> </ul> </li> </ul>		

- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Theme</b>	North America		World War II		Ancient Greece	
<b>Reading Viper Texts Stage 5/ 6</b>	National parks – information explanation Conservation News – newspaper – summery Queen of falls – own viper	Moth – picture book viper What is evolution- explanation- summerise Diary from the Beagle – diary – inference Charles Darwin – biography – vocab One boy’s war – picture book viper Gryla – narrative – summery The Yule Lads – narrative - vocab	Letters from the Lighthouse – significant author viper Greta Thunberg – biography – retrieval	Boy in the Tower-significant author viper Other texts by same author Evacuee letter – letter – vocab Soldiers diary – diary - vocab A mother’s diary – diary – inference The water tower - narrative - inference	Hansel & Gretal Neil Gaiman – Significant author viper Trojan horse – narrative – inference King Midas – narrative – summery Ancient greek facts – information – retrieval The Olympic games – information- retrieval Greek city states – information - vocab	The Unforgotten Coat – significant author viper Other texts by same author
<b>Reading Linked to English Curriculum</b>	<b>Migration &amp; Movement</b> The Arrival Shaun Tan Windrush Child Benjamin Zephaniah Silence Seekers Ben Morley	<b>Evolution &amp; Inheritance</b> The Promise Nicola Davies The Last Bear Hannah Gold Moth (evolution) Isabel Thomas Origin of the Species Charles Darwin	<b>Enterprise &amp; Activism</b> The Invention of Hugo Cabret Brian Selznick Suffragette: The Battle for Equality David Roberts	<b>Utopia vs dystopia</b> The Three Little Pigs Project The Guardian Boy in the Tower Polly Ho-Yen	<b>Fate vs free will</b> Romeo and Juliet William Shakespeare Grimm Tales for Young and Old Phillip Pullman Hansel & Gretal Neil Gaiman	<b>Crossing Borders</b> Night Mail W H Auden The Unforgotten Coat Frank Cot
<b>Reading linked to curriculum / books we want children to read before they leave</b>	Queen of the Falls Van Allsburg The Crows Tale Naomi Howarth One Boy’s War Lynn Huggins - Cooper		Letters from the Lighthouse Emma Carroll		Usborne book of Greek Myths	
<b>Poetry</b>						
<b>National Curriculum Objectives</b>	<p>-Word Reading</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li> </ul>		<p>Comprehension</p> <ul style="list-style-type: none"> <li>maintain positive attitudes to reading and an understanding of what they read by:                             <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> </li> <li>understand what they read by:                             <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> </ul> </li> </ul>			

- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

### Writing Long Term Plan

	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
EYFS	Me in my World			What a Performance!			Animal Antics			Roots and Shoots			Marvellous Machines			Buckets and Spades		
<b>Text Stimulus</b>	<b>Only One You</b> by Linda Kranz	<b>Super Duper You</b> by Sophy Henn	<b>Captain Sparklebeard</b> by Timothy Knapman	<b>We're Going on a Bear Hunt</b> by Michael Rosen	<b>Cinderella</b> by Nick Sharrat	<b>The Snow Queen</b> by Hans Christian Andersen/ <b>Stick Man</b> by Julia Donaldson	<b>Blue Penguin</b> by Petr Horacek	<b>How to Find a Fruit Bat</b> by Michelle Robinson	<b>What the Ladybird Heard</b> by Julia Donaldson	<b>Erroll's Garden</b> by Gillian Hibbs	<b>I Will Not Ever Eat a Tomato</b> by Lauren Child	<b>The Hungry Caterpillar</b> by Eric Carle	<b>The Magic Train Ride</b> by Barefoot Books	<b>The King's Coronation</b> by Marion Billet	<b>Whatever Next</b> by Jill Murphy/ <b>Emergency!</b> By Margaret Mayo	<b>Commotion in the Ocean</b> by Julia Donaldson	<b>Billy's Bucket</b> by Kes Gray	<b>Duffy's Lucky Escape</b> by Ellie Jackson/ Ruby's worry by Tom Percival
<b>Writing Outcomes</b>	Forming recognisable letters, hearing and saying sounds, engage in making messages for others, give meaning to the marks we make.			Some familiar letters formed correctly, use groups of letters or letter like shapes in writing, hearing and saying initial sounds in words, label using initial sounds.			Book label, labels for characters, labels to describe			Label or write simple sentences to describe, label parts of flower, simple instructions			Character descriptions, postcards, asking questions, instructions			Describe setting, character description, posters, thought bubbles, recount		
<b>Y1</b>	Journeys and exploration			Heroes and Villains			Similarities and differences			Nature and environment			Friendship and kindness			Imagination and Creativity		
<b>Text Stimulus</b>	<b>Naughty Bus</b> by Jan and Jerry Oke	<b>Astro Girl</b> by Ken Wilson-Max	<b>I Want My Hat Back</b> by Jon Klassen	<b>Send for a Superhero</b> by Michael Rosen & Katharine McEwan			<b>Beegu</b> by Alexis Deacon	<b>Leo the Octopus</b> by Isabelle Marinov	<b>Stanley's Stick</b> by John Hegley & Neal Layton	<b>Dinosaurs and all That Rubbish</b> by Michael Foreman			<b>Lost and Found</b> by Oliver Jeffers	<b>Pig the Pug</b> by Aaron Blabey	<b>Iggy Peck, Architect</b> by Andrea Beaty & David Roberts	<b>Julian is a Mermaid</b> by Jessica Love		
<b>Writing Outcomes</b>	<b>Own adventure stories</b> Letters, diaries, sequels, non-	<b>Fact Files about astronauts</b> Writing in role, commands, 'how to' guide	<b>Story sequels</b> Questions, speech bubbles, letters, lists	<b>Own version superhero narrative</b> Wanted posters, letters, speech			<b>Own version 'alien' narratives</b> Descriptions, commands, letters, nonsense-word	<b>Fact File</b> This is Me! posters, letters of advice, factual descriptions,	<b>Own version narratives</b> Retellings, descriptions	<b>Pamphlets</b> Letters, setting descriptions, instructions, narrative retellings,			<b>Own version 'losing/finding' narratives</b> Character descriptions, retellings, advice,	<b>'How to' guides</b> Character comparisons, fact sheets, poetry, own version narratives	<b>Fact files</b> Labels, captions, character comparisons, thought and	<b>Three-verse poems</b> Instructions, writing in role, advertisements		

	chronological reports			bubbles, diaries, emails, character descriptions	dictionary, poems, non-fiction reports	logbooks, scripts		pamphlets, posters	instructions, non-chronological reports		speech bubbles	
Y2	<b>A Twist in the Tale</b>		<b>Creation and conservation</b>		<b>Bravery Vs Fear</b>		<b>Change and Relationships</b>		<b>Fictional Worlds and Fantasy</b>		<b>Urban Metropolis</b>	
<b>Text Stimulus</b>	<b>Goldilocks and the Three bears</b> by Lauren Child <b>You &amp; Me</b> by Anthony Browne <b>Goldilocks and Just One Bear</b> by Leigh Hodgkinson	<b>Jim and the Beanstalk</b> By Raymond Briggs	<b>The Journey Home</b> by Frann Preston-Gannon	<b>We are Water Protectors</b> by Carole Lindstrom	<b>The Bear under the Stairs</b> by Helen Cooper	<b>The Bear and the Piano</b> by David Litchfield	<b>The Owl and the Pussycat</b> by Edward Lear	<b>If All The World Were...</b> by Joseph Coelho	<b>The Dragon Machine</b> by Helen Ward	<b>Toys in Space</b> By Mini Grey	<b>The Great Fire of London</b> By Emma Adams	<b>A Walk in London</b> By Salvatore Rubbino
<b>Writing Outcomes</b>	<b>Sequel Stories</b> Wanted posters, letters, retelling from another POV, lists of rules, character descriptions	<b>Sequel Stories</b> Narrative retellings (including dialogue), thought bubbles, informal letters	<b>Persuasive Letters</b> Posters, lists, postcards, wanted posters, information reports, short stories	<b>Environmental campaign</b> List poems, non-chronological reports (animals), chronological reports (life cycles), character descriptions, protest signs	<b>Information texts</b> Letters, retellings, own version narratives	<b>Own version narratives about bravery</b> Letters of advice, short news reports, writing in role, retellings, information posters	<b>Rhyming Poems</b> Letters, interviews, lists, instructions	<b>Non-narrative poems</b> Writing in role, diaries, letters of advice, explanations	<b>Own version dragon stories</b> Dragon guides an encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters	<b>Own fantasy world narrative</b> Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions	<b>Information booklets</b> Persuasive poster, warning posters (instructional writing), speech bubbles, letters of advice, certificates	<b>'A Walk In...' tour guide</b> Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry
Y3	<b>Magic and Wonder</b>		<b>Dreams and Curiosity</b>		<b>Disaster, Hope and Healing</b>		<b>Overcoming Adversity</b>		<b>From Mystery to Discovery</b>		<b>Confidence and Caution</b>	
<b>Text Stimulus</b>	<b>Leon and the Place Between</b> by Angela McAllister	<b>The Heart and the Bottle</b> by Oliver Jeffers	<b>The BFG</b> by Roald Dahl	<b>The Tin Forest</b> by Helen Ward	<b>The Pied Piper of Hamelin</b> by Michael Morpurgo	<b>The Last Garden</b> by Rachel Ip	<b>Cloud Tea Monkeys</b> by Mal Peet & Elspeth Graham	<b>Black Dog</b> by Levi Pinfold	<b>The Mysteries of Harris Burdick</b> by Chris Van Allsburg	<b>Flotsam</b> by David Wiesner	<b>Jim, A Cautionary Tale</b> by Hillaire Belloc	<b>Our Tower</b> by Joseph Coelho
<b>Writing Outcomes</b>	<b>Own version fantasy narratives</b> Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue	<b>Own version 'dilemma' narratives</b> Setting descriptions, advertisement/poster, retelling, instructional flyer, social media	<b>Own version fantasy narrative</b> Recount (diary entry), character descriptions, wanted posters, new chapters, instructions	<b>Persuasive information leaflets</b> Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions	<b>Own version myths/legends</b> Writing in role, information reports, adverts, formal letters	<b>Own version extended narrative</b> Setting descriptions, advertisement/poster, retelling, instructional flyer, social media	<b>Non-chronological reports</b> Descriptions, 'how to' guides (instructions), letters, discussions	<b>Own version 'suspense' narratives</b> Postcards, dialogue, retellings, descriptions	<b>Own version 'mystery' narratives</b> Diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles	<b>Sequels</b> Postcards, setting descriptions, non-chronological reports, message in a bottle letters	<b>Narrative poems</b> Warning posters, Warning announcements, alternative endings, performance poetry, letters of apology	<b>Extended fantasy narratives</b> Poems, setting descriptions, diary entries, dialogue, letters of thanks

		updates, dialogue				updates, dialogue						
<b>Y4</b>	<b>Finding Freedom</b>		<b>Invention and Innovation</b>		<b>Darkness and Light</b>		<b>Taking Courage</b>		<b>Exploration and Discovery</b>		<b>Different Worlds</b>	
<b>Text Stimulus</b>	<b>Tar Beach</b> by Faith Ringgold	<b>The Mermaid of Zennor</b> by Charles Causely	<b>FARThER</b> by Grahame Baker Smith	<b>The Iron Man</b> by Ted Hughes	<b>Frindleswyld</b> by Natalia & Lauren O'Hara	<b>The Selfish Giant</b> by Oscar Wilde	<b>The Lion and the Unicorn</b> by Shirley Hughes	<b>Odd and the Frost Giants</b> by Neil Gaiman	<b>The Baker by the Sea</b> by Paula White	<b>Shackleton's Journey</b> by William Grill	<b>The Lion, The Witch and the Wardrobe</b> by C.S Lewis	<b>Jabberwocky</b> by Lewis Carroll
<b>Writing Outcomes</b>	<b>Narrative retelling as a playscript</b> Poetry, setting descriptions, formal letters, dialogue (as a script)	<b>Own version legends</b> Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue	<b>Sequel stories</b> Retellings, recounts (postcards), setting descriptions, diary entries, instructions	<b>Mystery narratives</b> Character descriptions, short news reports, letters of advice, menus (using descriptive devices), poetry	<b>Narrative sequels</b> Letters, voting slips, dialogue, poetry, birds-eye view descriptions, speeches	<b>Own version narratives</b> Letters, first person recounts, diaries, letters, posters, reports	<b>Own version historical narratives</b> Letters, diaries, character and setting descriptions, non-chronological reports	<b>Retellings-alternative perspective</b> Narrative recounts, character and setting descriptions, letters, short explanations	<b>Tourist brochure</b> Job applications, advertisements, setting descriptions, letters in role	<b>Newspaper reports</b> Packing lists (justifications), letters (formal and informal), interviews, diaries	<b>Own version narratives (set in other worlds)</b> Poems, eyewitness reports, imaginary conversations, writing in role	<b>Nonsense poems</b> Performance poetry, explanatory descriptions
<b>Y5</b>	<b>Ambition and Desire</b>		<b>Power Vs Principles</b>		<b>Belonging and Equality</b>		<b>Legends and Folklore</b>		<b>Lessons from History</b>		<b>Mystery and Truth</b>	
<b>Text Stimulus</b>	<b>The Man Who Walked Between the Towers</b> by Mordicai Gerstein	<b>Hidden Figures</b> by Margot Lee Shetterly	<b>The Tempest</b> by William Shakespeare	<b>The Odyssey</b> by Gillian Cross	<b>The Island</b> by Armin Greder	<b>Freedom Bird</b> by Jerdine Nolen	<b>The Sleeper and the Spindle</b> by Neil Gaiman & Chris Riddell	<b>Beowulf</b> by Michael Morpurgo	<b>Kaspar, Prince of Cats</b> by Michael Morpurgo	<b>Children of the Benin Kingdom</b> by Dina Orji	<b>High Rise Mystery</b> by Sharna Jackson	<b>The Strange Case of Origami Yoda</b> by Tom Angleberger
<b>Writing Outcomes</b>	<b>Biographies/ autobiographies</b> Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches	<b>Memoirs</b> Reports, formal and informal letters, diaries, character descriptions, journalistic writing	<b>Playscripts</b> Setting descriptions, character descriptions, diaries, dialogue	<b>Epic Stories</b> Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts	<b>Sequels</b> Welcome guides, descriptions, letters of advice, diary entries in role, imagined conversations	<b>Biographies</b> Writing in role, thought bubbles, dialogue, postcards, recounts, poems	<b>Fairy tale reworkings</b> Warning posters, diaries, dialogue, estate agent's descriptions, character descriptions, missing narratives	<b>Own version legends/missing chapters</b> Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries	<b>Newspaper articles</b> Character descriptions, reports, letters, advertising leaflets, balanced reports	<b>Non-chronological reports</b> Informal letters, diaries, survival guides, eyewitness reports, story summaries	<b>Extended stories</b> Character and setting descriptions, police and newspaper report, dialogue, persuasive letters	<b>Discussion texts</b> Instructions, persuasion, diaries
<b>Y6</b>	<b>Migration and Movement</b>		<b>Evolution and Inheritance</b>		<b>Enterprise and Activism</b>		<b>Utopia Vs Dystopia</b>		<b>Fate Vs Free Will</b>		<b>Crossing Borders</b>	
<b>Text Stimulus</b>	<b>The Arrival</b> by Shaun Tan	<b>Windrush Child</b> by Benjamin Zephaniah	<b>The Promise</b> by Nicola Davies	<b>The Last Bear</b> by Hannah Gold	<b>The Invention of Hugo Cabret</b> by Brian Selznick	<b>Suffragette: The Battle for Equality</b> by David Roberts	<b>The Three Little Pigs Project</b> (Guardian video ad)	<b>Boy in the Tower</b> by Kelly Ho-Yen	<b>Grimm Tales for Young and Old</b> by Phillip Pullman	<b>Romeo and Juliet</b> by William Shakespeare	<b>The Unforgotten Coat</b> by Frank Cottrell Boyce	<b>Night Mail</b> by W H Auden
<b>Writing Outcomes</b>	<b>Extended own version narratives</b> Letters, lists of rules,	<b>Persuasive Pitch to the local council</b> Thought bubble,	<b>Sequels to continue the cyclical story</b> Experimentation with	<b>Newspaper article</b> Character profile, dialogue,	<b>Biographies</b> Diaries, journalistic writing, flashback	<b>Persuasive Campaigns</b> Formal letters, diaries, balanced	<b>Discussion texts</b> News reports, persuasive	<b>Own version narratives (past and present tense)</b>	<b>Own version traditional tales</b> Retellings, character	<b>Playscripts</b> Diaries, letters, character descriptions,	<b>Own version narratives</b> Diaries, explanations (science	<b>Poetry</b> Letters, diaries, information

	character descriptions, diaries, short playscripts, short reports, guides	informal letter, poem, diary entry, advice, informal letter	figurative language, reports	monologue, logbook entry, scientific report	narratives, speeches, discussions, letters, film critiques	arguments, speeches, short news reports	speeches, narratives from a particular POV, interview scripts, diaries, debates	Journalistic writing, formal letters, non-chronological reports	studies, monologues	balanced arguments	experiment), dialogue, non-chronological reports	leaflets, instructions
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### Spelling Long Term Plan

	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
EYFS	Me in my World			What a Performance!			Animal Antics			Roots and Shoots			Marvellous Machines			Buckets and Spades		
Text Stimulus	Only One You by Linda Kranz	Super Duper You by Sophy Henn	Captain Sparklebeard by Timothy Knapman	We're Going on a Bear Hunt by Michael Rosen	Cinderella by Nick Sharrat	The Snow Queen by Hans Christian Andersen /Stick Man by Julia Donaldson	Blue Penguin by Petr Horacek	How to Find a Fruit Bat by Michelle Robinson	What the Ladybird Heard by Julia Donaldson	Erroll's Garden by Gillian Hibbs	I Will Not Ever Eat a Tomato by Lauren Child	The Hungry Caterpillar by Eric Carle	The Magic Train Ride by Barefoot Books	The King's Coronation by Marion Billet	Whatever Next by Jill Murphy /Emergency! By Margaret Mayo	Commotion in the Ocean by Julia Donaldson	Billy's Bucket by Kes Gray	Duffy's Lucky Escape by Ellie Jackson/ Ruby's worry by Tom Percival
Spelling Focus	Children following the RWI programme only			Children following the RWI programme only			Children following the RWI programme only			Children following the RWI programme only			Children following the RWI programme only			Children following the RWI programme only		
Y1	Journeys and exploration			Heroes and Villains			Similarities and differences			Nature and environment			Friendship and kindness			Imagination and Creativity		
Text Stimulus	Naughty Bus by Jan and Jerry Oke	Astro Girl by Ken Wilson-Max	I Want My Hat Back by Jon Klassen	Send for a Superhero by Michael Rosen & Katharine McEwan	Beegu by Alexis Deacon	Leo the Octopus by Isabelle Marinov	Stanley's Stick by John Hegley & Neal Layton	Dinosaurs and all That Rubbish by Michael Foreman	Lost and Found by Oliver Jeffers	Pig the Pug by Aaron Blabey	Iggy Peck, Architect by Andrea Beatty & David Roberts	Julian is a Mermaid by Jessica Love						
Spelling Focus	Children following the RWI programme only			Children following the RWI programme only			Common exception words: be, he, me, she, we, friend, house Phonics link:	Common exception words: come, you, here, push	Common exception words: is, his, friend, school	Common exception words: so, of, by, go Phonics link: alternative	Common exception words: come, some, once, one. ask	Common exception words: friend, there, were, we, was, a	Common exception words: he, she, we, was, here, school	Common exception words: you, put, push, are, to, of				



			Alternative graphemes for ee <b>Spelling:</b> ff, ss, ll, zz, ck	<b>Phonics link:</b> /oo/ <b>Spelling:</b> adding -s -es	Division of words into syllables <b>Phonics link:</b> revision of split vowel-digraphs, non-words	spelling of /m/ using -mb, revision of digraph ou <b>Spelling:</b> adding -er and -est where no change to root word is needed,	<b>Phonics link:</b> revision of the r-controlled vowels Revision of alternative graphemes for long e <b>Spelling:</b> New consonant spellings ph and wh, words ending in -y	<b>Phonics link:</b> Revision of ai, oi, ay and oy ng as in -ing Revision of adjacent consonants <b>Spelling:</b> Using k for the /k/ sound, -tch	<b>Phonics link:</b> Revision of alternative graphemes for /ee/ <b>Spelling:</b> The /l/ or /əl/ sound spelt -al and -el at the end of words, Compound words	<b>Phonics link:</b> Non-words Words spelled with single vowel graphemes, some representing short vowel sounds and some representing long ones <b>Spelling:</b> The /v/ sound at the end of words		
Y2	A Twist in the Tale		Creation and conservation		Bravery Vs Fear		Change and Relationships		Fictional Worlds and Fantasy		Urban Metropolis	
Text Stimulus	<b>Goldilocks and the Three bears</b> by Lauren Child <b>You &amp; Me</b> by Anthony Browne <b>Goldilocks and Just One Bear</b> by Leigh Hodgkinson	<b>Jim and the Beanstalk</b> By Raymond Briggs	<b>The Journey Home</b> by Frann Preston-Gannon	<b>We are Water Protectors</b> by Carole Lindstrom	<b>The Bear under the Stairs</b> by Helen Cooper	<b>The Bear and the Piano</b> by David Litchfield	<b>The Owl and the Pussycat</b> by Edward Lear	<b>If All The World Were...</b> by Joseph Coelho	<b>The Dragon Machine</b> by Helen Ward	<b>Toys in Space</b> By Mini Grey	<b>The Great Fire of London</b> By Emma Adams	<b>A Walk in London</b> By Salvatore Rubbino

<b>Spelling Focus</b>	<b>Common exception words:</b> child, bath, every, father, many, mind, Mrs, Mr, parents, path <b>Spelling rules and patterns:</b> The /ɔ:/ sound spelt a before l and ll contractions	<b>Common exception words:</b> again, beautiful, child, eye, half, hour, kind, move, poor, whole <b>Spelling rules and patterns:</b> The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt s	<b>Common exception words:</b> because, cold, could, every, find, grass, kind, plant, prove, should <b>Spelling rules and patterns:</b> Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it The /i:/ sound spelt -ey	<b>Common exception words:</b> water, hold, move, people, old, beautiful, wild, children, plant, bath, every <b>Spelling rules and patterns:</b> Adding -ed, -ing, -er and -est to a root ending in -y The possessive apostrophe (singular nouns)	<b>Common exception words:</b> any, bath, behind, children, door, pass, prove, steak, sugar, sure <b>Spelling rules and patterns:</b> Homophones and other words that are often confused The /ʌ/ sound spelt o	<b>Common exception words:</b> again, even, everybody, kind, last, mind, pass, who, whole, would <b>Spelling rules and patterns:</b> Homophones and other words that are often confused Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it:	<b>Common exception words:</b> beautiful, both, break, last, gold, money, old, pretty, poor, water <b>Spelling rules and patterns:</b> The /r/ sound spelt wr at the beginning of words	<b>Common exception words:</b> children, parents, kind, child, beautiful, because, could, great, past, father <b>Spelling rules and patterns:</b> The /ɔ:/ sound spelt a before l and ll	<b>Common exception words:</b> behind, busy, climb, could, doors, floor, many, parents, people, wild <b>Spelling rules and patterns:</b> Words ending -il The /ɔ:/ sound spelt ar after w The /ɜ:/ sound spelt or after w	<b>Common exception words:</b> water, great, everybody, wild, beautiful, path, kind, last, pass, eye, gold <b>Spelling rules and patterns:</b> Adding the endings -ing, -ed, -er, -est and -y to words	<b>Common exception words:</b> any, clothes, everybody, fast, great, improve, most, poor, should, who <b>Spelling rules and patterns:</b> The /l/ or /əl/ sound spelt -al and -el at the end of words The /s/ sound spelt c before e, i and y	<b>Common exception words:</b> after, busy, Christmas, climb, even, gold, money, past, people, sugar <b>Spelling rules and patterns:</b> The /l/ or /əl/ sound spelt -al, -el and -le at the end of words The /s/ sound spelt c before e, i and y
<b>Y3</b>	<b>Magic and Wonder</b>		<b>Dreams and Curiosity</b>		<b>Disaster, Hope and Healing</b>		<b>Overcoming Adversity</b>		<b>From Mystery to Discovery</b>		<b>Confidence and Caution</b>	
<b>Text Stimulus</b>	<b>Leon and the Place Between</b> by Angela McAllister	<b>The Heart and the Bottle</b> by Oliver Jeffers	<b>The BFG</b> by Roald Dahl	<b>The Tin Forest</b> by Helen Ward	<b>The Pied Piper of Hamelin</b> by Michael Morpurgo	<b>The Last Garden</b> by Rachel Ip	<b>Cloud Tea Monkeys</b> by Mal Peet & Elspeth Graham	<b>Black Dog</b> by Levi Pinfold	<b>The Mysteries of Harris Burdick</b> by Chris Van Allsberg	<b>Flotsam</b> by David Wiesner	<b>Jim, A Cautionary Tale</b> by Hillaire Belloc	<b>Our Tower</b> by Joseph Coelho
<b>Spelling Focus</b>	<b>Common exception words</b> appear, believe, disappear, experience, famous, heard <b>Spelling rule and pattern:</b> More prefixes: dis-, mis- and their effect on a word Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian	<b>Common exception words:</b> appear, early, earth, heard, heart, learn <b>Spelling rule and pattern:</b> More prefixes: in, il, im- and ir- and their effect on a word The suffix -ous	<b>Common exception words:</b> address, famous, grammar, guard, potatoes, sentence <b>Spelling rule and pattern:</b> Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian The suffix -ation	<b>Common exception words:</b> particular, perhaps, position, possible, quarter, question, therefore <b>Spelling rule and pattern:</b> Possessive apostrophe with plural words Words with the /i:/	<b>Common exception words:</b> answer, certain, difficult, height, notice, possess(ion), reign <b>Spelling rule and pattern:</b> Words with the /j/ sound spelt ch (mostly French in origin) Words with the /eɪ/ sound spelt ei, eigh, or ey	<b>Common exception words:</b> address, busy, arrive, potatoes, fruit, build, pressure, though, appear, experience <b>Spelling rule and pattern:</b> The suffix -ation Homophones and near-homophones	<b>Common exception words:</b> calendar, circle, enough, fruit, medicine, regular, strength, woman/women <b>Spelling rule and pattern:</b> The /i/sound spelt y elsewhere than at the end of a word	<b>Common exception words:</b> breath, breathe, consider, continue, decide, forward(s), through <b>Spelling rule and pattern:</b> The suffix -ous and -ly Adding suffixes beginning with vowel letters to words of	<b>Common exception words:</b> answer, certain, difficult, height, notice, possess(ion), reign <b>Spelling rule and pattern:</b> Words with the /j/ sound spelt ch (mostly French in origin) Words with endings	<b>Common exception words:</b> bicycle, material, occasion(ally), recent, separate, strange, various <b>Spelling rule and pattern:</b> More prefixes: sub-, auto- and re- and their effect on a word Words with endings sounding like /ɜə/ or /tʃə/	<b>Common exception words:</b> accidentally, caught, experience, learn, mention, naughty <b>Spelling rule and pattern:</b> Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian and the suffix -ation <b>Spelling rule and pattern:</b> Endings which sound like /jən/,	<b>Common exception words:</b> <b>Spelling rule and pattern</b> <b>NEW LITERACY TREE WRITING ROOT- SPELLING SEED COMING LATER IN THE YEAR</b>

				sound spelt ei after c			Homophones and other words that are often confused	more than one syllable	sounding like /ʒə/ or /tʃə/		spelt –tion, –sion, –ssion, –cian and the suffix -ation Words with the /eɪ/ sound spelt ei, eigh or ey	
<b>Y4</b>	<b>Finding Freedom</b>		<b>Invention and Innovation</b>		<b>Darkness and Light</b>		<b>Taking Courage</b>		<b>Exploration and Discovery</b>		<b>Different Worlds</b>	
<b>Text Stimulus</b>	<b>Tar Beach</b> by Faith Ringgold	<b>The Mermaid of Zennor</b> by Charles Causely	<b>FARThER</b> by Grahame Baker Smith	<b>The Iron Man</b> by Ted Hughes	<b>Frindleswyde</b> by Natalia & Lauren O’Hara	<b>The Selfish Giant</b> by Oscar Wilde	<b>The Lion and the Unicorn</b> by Shirley Hughes	<b>Odd and the Frost Giants</b> by Neil Gaiman	<b>The Baker by the Sea</b> by Paula White	<b>Shackleton’s Journey</b> by William Grill	<b>The Lion, The Witch and the Wardrobe</b> by C.S Lewis	<b>Jabberwocky</b> by Lewis Carroll
<b>Spelling Focus</b>	<p><b>Word list words:</b> address, circle, fruit, library, possess(ion), through, dessert, quarter, woman</p> <p><b>Spelling rules and patterns:</b> Homophones and near-homophones</p> <p>Possessive apostrophe with plural words</p>	<p><b>Word list words:</b> decide, guide, important, learn, natural, notice, possible, group</p> <p><b>Spelling rules and patterns:</b> The suffix -ation</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p>	<p><b>Word list words:</b> complete, disappear, experiment, increase, learn, often, promise, regular, thought, different</p> <p><b>Spelling rules and patterns:</b> Endings which sound like /ʃən/, spelt –tion, –sion, –cian</p> <p>More prefixes dis-, mis-, in-</p>	<p><b>Word list words:</b> appear, consider, describe, height, length, pressure, straight, weight, certain, purpose, breathe</p> <p><b>Spelling rules and patterns:</b> The suffix -ous The suffix -ly</p>	<p><b>Word list words:</b> believe, heart, imagine, possession, promise, reign, return</p> <p><b>Spelling rules and patterns:</b> Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</p> <p>Adding suffixes beginning with vowel letters to polysyllabic words</p>	<p><b>Word list words:</b> earth, believe, build, actual(ly), occasion(ally), particular, perhaps, though/although, separate, eight</p> <p><b>Spelling rules and patterns:</b> More Prefixes: re-, anti-</p> <p>Words with the /eɪ/sound spelt ei, eigh, ay or ey</p>	<p><b>Word list words:</b> address, busy/busines s, difficult, experience, heart, history, potatoes, recent</p> <p><b>Spelling rules and patterns:</b> Words with the /k/sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p>	<p><b>Word list words:</b> believe, breath, famous, naughty, reign, strength, special, surprises, favourite, considered</p> <p><b>Spelling rules and patterns:</b> The /ʌ/ sound spelt ou</p> <p>More Prefixes: Super-, Im-, In-, Il-, Ir-</p>	<p><b>Word list words:</b> arrive, caught, imagine, island, medicine, accident(ally), calendar, accident(ally), calendar, earth, extreme, famous, sentence, mention</p> <p><b>Spelling rules and patterns:</b> More Prefixes: inter-, auto-, sub-</p> <p>The suffix -ous</p>	<p><b>Word list words:</b> arrive, caught, imagine, island, medicine, accident(ally), calendar, earth, extreme, famous, sentence, mention</p> <p><b>Spelling rules and patterns:</b> More Prefixes: inter-, auto-, sub-</p> <p>The suffix -ous</p>	<p><b>Word list words:</b> ordinary, earth, surprise, peculiar, experience, accidentally, exercise, grammar, group, history, heart</p> <p><b>Spelling rules and patterns:</b> Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Homophones and near-homophones</p> <p>Possessive apostrophe with plural words</p> <p>More Prefixes: Super-, Im-, In-, Il-, Ir-</p>	<p><b>Word list words:</b> certain, continue, experience, forward(s), guard, peculiar, surprise, various, strange, ordinary</p> <p><b>Spelling rules and patterns:</b> The suffix -ly</p>
<b>Y5</b>	<b>Ambition and Desire</b>		<b>Power Vs Principles</b>		<b>Belonging and Equality</b>		<b>Legends and Folklore</b>		<b>Lessons from History</b>		<b>Mystery and Truth</b>	
<b>Text Stimulus</b>	<b>The Man Who Walked Between the Towers</b> by Mordicai Gerstein	<b>Hidden Figures</b> by Margot Lee Shetterly	<b>The Tempest</b> by William Shakespeare	<b>The Odyssey</b> by Gillian Cross	<b>The Island</b> by Armin Greder	<b>Freedom Bird</b> by Jerdine Nolen	<b>The Sleeper and the Spindle</b> by Neil Gaiman & Chris Riddell	<b>Beowulf</b> by Michael Morpurgo	<b>Kaspar, Prince of Cats</b> by Michael Morpurgo	<b>Children of the Benin Kingdom</b> by Dina Orji	<b>High Rise Mystery</b> by Sharna Jackson	<b>The Strange Case of Origami Yoda</b> by Tom Angleberger

<b>Spelling Focus</b>	<p><b>Word list words:</b> achieve, amateur, desperate, disastrous, embarrass (+ment), excellent, guarantee, marvellous</p> <p><b>Spelling rules and patterns:</b> Words ending in -able and -ible, ably and -ibly</p>	<p><b>Word list words:</b> achieve, controversy, prejudice, privilege, programme, relevant</p> <p><b>Spelling rules and patterns:</b> Endings which sound like /ʃəl/ Words ending in -ant, -ance/-ancy</p>	<p><b>Word list words:</b> correspond, interfere, mischievous, sincere(ly), signature, twelfth, yacht</p> <p><b>Spelling rules and patterns:</b> Endings which sound like /ʃəl/ (-cial or -tial) Adding suffixes beginning with vowel letters to words ending in -fer Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	<p><b>Word list words:</b> ancient, competition, lightning, mischievous, relevant, physical</p> <p><b>Spelling rules and patterns:</b> Use of the hyphen Words ending in -ant, -ance/-ancy</p>	<p><b>Word list words:</b> accompany, desperate, necessary, persuade, prejudice, privilege, sufficient</p> <p><b>Spelling rules and patterns:</b> Words containing the suffix -ate, -ify, -en Endings which sound like /ʃəl/</p>	<p><b>Word list words:</b> accompany, desperate, necessary, persuade, prejudice, privilege, sufficient</p> <p><b>Spelling rules and patterns:</b> Words containing the suffix -ate, -ify, -en Endings which sound like /ʃəl/</p>	<p><b>Word list words:</b> attached, available, awkward, necessary, controversy</p> <p><b>Spelling rules and patterns:</b> Homophones and other words that are often confused Words ending in -ent, -ence/-ency</p>	<p><b>Word list words:</b> aggressive, ancient, cemetery, committee, community, desperate, disastrous, exaggerate, explanation, sincerely</p> <p><b>Spelling rules and patterns:</b> Homophones and other words that are often confused</p>	<p><b>Word list words:</b> disastrous, harass, hindrance, immediate(ly), restaurant, twelfth, yacht</p> <p><b>Spelling rules and patterns:</b> Endings which sound like /ʃəs/ spelt -cious or -tious Words containing the letter-string ough</p>	<p><b>Word list words:</b> available, explanation, identity, opportunity, pronunciation, recommend</p> <p><b>Spelling rules and patterns:</b> Words with 'silent' letters Words with the /i:/ sound spelt ei after c</p>	<p><b>Word list words:</b> amateur, achieve, apparent, attached, conscience, controversy, explanation, guarantee, harass, hindrance, symbol</p> <p><b>Spelling rules and patterns:</b> Words containing the letter-string ough Words ending in -ant, -ance/-ancy Words ending in -ent, -ence/-ency</p>	<p><b>Word list words:</b> especially, exaggerate, immediate(ly), marvellous, occur</p> <p><b>Spelling rules and patterns:</b> Words with the /i:/ sound spelt ei after c Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>
<b>Y6</b>	<b>Migration and Movement</b>		<b>Evolution and Inheritance</b>		<b>Enterprise and Activism</b>		<b>Utopia Vs Dystopia</b>		<b>Fate Vs Free Will</b>		<b>Crossing Borders</b>	
<b>Text Stimulus</b>	<b>The Arrival</b> by Shaun Tan	<b>Windrush Child</b> by Benjamin Zephaniah	<b>The Promise</b> by Nicola Davies	<b>The Last Bear</b> by Hannah Gold	<b>The Invention of Hugo Cabret</b> by Brian Selznick	<b>Suffragette: The Battle for Equality</b> by David Roberts	<b>The Three Little Pigs Project</b> (Guardian video ad)	<b>Boy in the Tower</b> by Kelly Ho-Yen	<b>Grimm Tales for Young and Old</b> by Phillip Pullman	<b>Romeo and Juliet</b> by William Shakespeare	<b>The Unforgotten Coat</b> by Frank Cottrell Boyce	<b>Night Mail</b> by W H Auden
<b>Spelling Focus</b>	<p><b>Word list words:</b> accommodate, bargain, communicate, foreign, identity, individual, language, pronunciation, queue</p>	<p><b>Word list words:</b> appreciate, community, determined, equipped, familiar, foreign, identity, recognise</p>	<p><b>Word list words:</b> appreciate, government, guarantee, occur, opportunity, recognise</p> <p><b>Spelling rules and patterns:</b></p>	<p><b>Word list words:</b> amateur, correspond, familiar, lightning, necessary, occupy, temperature</p> <p><b>Spelling rules and patterns:</b></p>	<p><b>Word list words:</b> cemetery, desperate, definite, forty, profession, interrupt</p> <p><b>Spelling rules and patterns:</b> Words ending in -able and -</p>	<p><b>Word list words:</b> communicate, community, controversy, government, identity, prejudice</p> <p><b>Spelling rules and patterns:</b> Endings which</p>	<p><b>Word list words:</b> apparent, government, neighbour, parliament, thorough</p> <p><b>Spelling rules and patterns:</b> Homophones</p>	<p><b>Word list words:</b> disastrous, explanation, mischievous, vegetable, variety</p> <p><b>Spelling rules and patterns:</b> Endings which sound</p>	<p><b>Word list words:</b> disastrous, mischievous, recognise, shoulder, stomach</p> <p><b>Spelling rules and patterns:</b> Words with</p>	<p><b>Word list words:</b> controversy, prejudice, privilege, rhyme, rhythm</p> <p><b>Spelling rules and patterns:</b> Words with 'silent' letters (i.e. letters</p>	<p><b>Word list words:</b> accommodate, bargain, communicate, foreign, identity, individual, language, pronunciation, queue</p>	<p><b>Word list words:</b> communicate, frequently, secretary, rhyme, rhythm, vehicle</p> <p><b>Spelling rules and patterns:</b> Words</p>

	<p><b>Spelling rules and patterns:</b> Homophones and other words that are often confused</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	<p><b>Spelling rules and patterns:</b> Words ending in -ant, -ance / -ancy</p> <p>Endings which sound like /ʃəl/ (-cial or -tial)</p>	<p>Use of the hyphen</p>	<p>Words with the /i:/ sound spelt ei after c</p> <p>Words ending in -ent, -ence/-ency</p>	<p>ible, ably and -ibly</p> <p>Words ending in -ent, -ence/-ency</p>	<p>sound like /ʃəl/(-cial or -tial)</p>	<p>and other words that are often confused</p>	<p>like /ʃəs/ spelt -cious or -tious</p> <p>Words ending in -able and -ible, ably and -ibly</p>	<p>the /i:/ sound spelt ei after c</p> <p>Words ending in -ent, -ence/-ency</p>	<p>whose presence cannot be predicted from the pronunciation of the word)</p> <p>Use of the hyphen</p>	<p><b>Spelling rules and patterns:</b> Words containing the suffix -ate, -ify, -en</p> <p>Words with the /i:/ sound spelt ei after c</p>	<p>containing the letter-string ough</p>
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## Maths Long Term Plan

Maths Long Term Plan	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS (3 week units)	Getting to know you	Just like me (match, sort, compare, explore patterns)	It's me 1, 2, 3!	Light & Dark (numbers to 5, 4 sided shapes, time)	Alive in 5! (0-5, mass & capacity)	Growing 6, 7, 8! (Combining 2 amounts, length & height, time)	Building 9 & 10 (bonds to 10, 3D shape, spatial, patterns)	Consolidation	To 20 and beyond.	First, then, now (adding more, taking away, special reasoning, compose & decompose)	Find my pattern (doubling, sharing, even, odd, special reasoning, visualise, build)	On the move (deepening understanding, patters and relationships, spatial mapping, mapping)
Year 1	Place value to 10 (5 weeks)		Addition & subtraction (5 weeks)	Shape consolidation	Place value to 20 (3 weeks) Addition & subtraction within 20 (3 weeks)	Place Value within 50 (2 weeks) Length & height (2 weeks) Mass & volume (2 weeks)		Multiplication & division (3 weeks) Fractions (2 weeks) Position & direction (1 week)		Place value within 100 (2 weeks) Money (1 weeks) Time (2 weeks) Consolidation (1 week)		
Year 2	Place Value (4 weeks) Addition & Subtraction (2 weeks)		Addition & Subtraction (3 weeks) Shape (3 weeks)	Money (2 weeks) Multiplication & division (5 weeks)		Length & height (2 weeks) Mass, capacity & temp (3 weeks)		Fractions (3 weeks) Time (3 weeks)		Statistics (2 weeks) Position & direction (2 weeks) Consolidation (2 weeks)		
Year 3	Place Value (3 weeks) Addition and Subtraction (5 weeks) Multiplication and division (4 weeks)				Multiplication and Division (3 weeks) Length & perimeter (3 weeks)		Fractions A (3 weeks) Mass & capacity (3 weeks)		Fractions B (2 weeks) Money (2 weeks) Time (3 weeks)		Shape (2 weeks) Statistics (2 weeks) Consolidation (1 week)	
Year 4	Place Value (4 weeks) Addition & Subtraction (3 weeks)		Area (measurement) (1 week) Multiplication & division A (3 weeks) Consolidation (1 week)	Multiplication & division B (3 weeks) Length & perimeter (2 weeks)		Fractions (5 weeks) Decimals A (3 weeks)		Decimals B (2 weeks) Money (2 weeks) Time (2 weeks)		Consolidation – MTC (1 week) Shape (2 weeks) Statistics (1 week) Position and direction (2 weeks)		
Year 5	Place Value (3 weeks) Addition & subtraction (2 weeks)		Multiplication & division A (3 weeks) Fractions A (4 weeks)	Multiplication & division B (3 weeks) Fractions B (2 weeks)		Decimals & percentages (3 weeks) Perimeter & area (2 weeks) Statistics (2 weeks)		Shape (3 weeks) Position & direction (2 weeks)		Decimals (3 weeks) Negative numbers (1 week) Converting units (2 weeks) Volume (1 week)		
Year 6	Place Value (2 weeks) Addition, subtraction, multiplication & division (5 weeks)		Fractions A (2 weeks) Fractions B (2 weeks) Measurement – converting units (1 week)	Ratio (2 weeks) Algebra (2 weeks) Decimals (2 weeks)		Fractions, decimals & percentages (2 weeks) Area, perimeter and volume (2 weeks) Statistics (2 weeks)		Shape (3 weeks) Position & direction (1 week)  SATS		Themed projects, consolidation and problem solving.		

### Science Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	7.Dinosaurs 15.Pirates 3.Mud Glorious Mud 9.Dough Babies	10.Light Magic 8.Sound Collectors 4.Save the Gingerbread Man	6.Superhero Materials 12.Frozen 5.Pets and Vets	1.The Potting Shed 13.Food of the Seasons 14.Into the Woods	11.Socks 17.Zarg's World 16.Whatever the Weather	2.Slimy Things 18.Biscuit Bears
Year 1 SoS	Plants and Animals Where We Live	Celebrations	Who am I?	Polar Place	On Safari	Holiday
Year 2 SoS	Our local environment	Healthy Me	Materials monster	Squash, Bend, Twist and Stretch	Young Gardeners	Little Masterchefs
Year 3 SoS	How does your garden grow?	Light and Shadow	Food and our Bodies	Forces and Magnets	Rocks and fossils	The Nappy Challenge
Year 4 SoS	The Big Build	Living Things	Looking at States	What's that Sound?	Teeth and Eating	Power it Up
Year 5 SoS	Amazing Changes	Let's get moving	Material World	Out of this world	Growing up and growing old	Circle of life
Year 6 SoS	Classifying living things	Evolution and Inheritance	The Titanic	Electricity	Light	Healthy Bodies

### History Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	ELG Past and present <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					
Year 1		The Gunpowder plot (1 week)	Toys – past and present		Famous People from the UK	
Year 2		The Gunpowder plot (1 week)	Great Fire of London to the Victorian Era		Famous people from outside the UK / Space travel	
Year 3		The Gunpowder plot (1 week)	Stone Age to Iron Age		Ancient Egypt	
Year 4		Remembrance (1 week)	The Roman Empire		The Maya Civilisation	
Year 5		Remembrance (1 week)	Anglo-Saxons to Vikings		Castles- a local history study of Scarborough Castle	
Year 6		Remembrance (2 weeks)	World War II		Ancient Greece	



### Geography Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	ELG: People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>					
Year 1	Scarborough and the United Kingdom					
Year 2	British Isles/London					
Year 3	The British Isles and Europe					
Year 4	Rivers and the River systems Mountains	The Amazon				
Year 5	Natural Disasters					
Year 6	North America					

### Art Long Term Plan

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>  AROUND THE WORLD	<b>Explore and draw</b>  Natural Forms, Seasonal Changes, Pattern, Symmetry <a href="#">Autumn-Term-1-Years-1-to-6.docx</a>	<b>Spirals (Y1/Y2) <a href="#">Colour wheel-Oceans</a></b> Pattern, Structure, Movement, Growth, & Sound <a href="#">Autumn-Term-1-Years-1-to-6.docx</a>	<b>Expressive Painting</b>  Be inspired by local landscape (UK) <a href="#">Spring-Term-2-Years-1-to-6.docx</a>	<b>Working with Shape and Colour</b>   <a href="#">Autumn-Term-2-Years-1-to-6.docx</a>	<b>Inspired by Land &amp; City Scapes</b>  <a href="#">Spring-Term-2-Years-1-to-6.docx</a>	<b>Exploring Identity</b>  Collage, Drawing and sketchbooks
<b>Spring</b>  WORLD HISTORY	<b>Exploring Watercolour</b> Exploration and Discovery <a href="#">Spring-Term-2-Years-1-to-6.docx</a>	<b>Exploring the World Through Mono Print</b>  Natural and Manmade Forms, Invention, Narrative <a href="#">Autumn-Term-2-Years-1-to-6.docx</a>	<b>Using Natural Materials/ Drawing with charcoal</b>   Plants, local environment, natural materials, cave art. <a href="#">Autumn-Term-1-Years-1-to-6.docx</a> <a href="#">Summer-Term-2-Years-1-to-6v2.docx</a>	<b>Exploring Pattern</b>  <a href="#">Autumn-Term-2-Years-1-to-6.docx</a>	<b>Typography &amp; Maps</b>  <a href="#">Autumn-Term-1-Years-1-to-6.docx</a>	<b>2D Drawing to 3D Making Flat Yet Sculptural</b> Drawing, Sketchbooks, Making <a href="#">Autumn-Term-1-Years-1-to-6.docx</a>
<b>Summer</b>  BRITISH HISTORY	<b>Making Birds</b>  Birds, Wildlife and local habitat <a href="#">Summer-Term-1-Years-1-to-6.docx</a>	<b>Be an Architect</b>  Habitat, Community, Culture, Purpose <a href="#">Summer-Term-1-Years-1-to-6.docx</a>	<b>Making animated drawings</b> <a href="#">Summer-Term-1-Years-1-to-6.docx</a>	<b>The Art of Display</b>  <a href="#">Spring-Term-1-Years-1-to-6.docx</a>	<b>Set Design</b>   <a href="#">Spring-Term-1-Years-1-to-6.docx</a>	Clarice Cliff – Planned unit, - Clay plates - drawing upon skills from progression plan.

### Design and Food Technology Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Food Technology</b> Teddy Bear’s picnic		<b>DT Project</b> Moving Pictures		<b>DT Project</b> Homes	

Year 2		Food Technology Perfect pizzas		DT Project Vehicles		DT Project Puppets
Year 3	DT Project Photograph frames		Food Technology Sandwich Snacks		DT Project Pencil cases	
Year 4		DT Project Storybooks		Food Technology Seasonal Foods		DT Project Torches
Year 5	DT Project Fashion and textiles		DT Project Moving toys		Food Technology Bread	
Year 6		DT Project Birdhouse builders		DT Project Fairground rides		Food Technology Burgers
EYFS	<p align="center"><b>ELG: Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p align="center"><b>ELG: Fine motor</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> <p align="center"><b>EYFS timetabled kitchen slot for food technology is Autumn 2 week 6</b></p>					

**French Long Term Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						

Year 1						
Year 2						
Year 3	Greetings and Feelings	Days and Months	Animals	Using numbers to 15	Fruits and Vegetables	Going on a picnic/Aliens in France
Year 4	Welcome to School	Commands/Places in town	Family /Alien Faces	Parts of the body	Feeling unwell/jungle animals	The weather/Ice creams
Year 5	Family/Alien Faces (Spring 1 Stage 2)	Parts of the Body (Spring 2 Stage 2)	I don't feel well/jungle animals (Summer 1 Stage 2)	Weather/Ice-creams (Summer 2 Stage 2)	Talking about us/School subjects and opinions (Autumn 1 Stage 3)	In the city (Autumn 2 Stage 3)
Year 6	Talking about us/school subjects and opinions (Autumn 1 Stage 3)	In the city (Autumn 2 Stage 3)	Going to the Market (Spring 1 Stage 3)	Clothes (Spring 2 Stage 3)	Space travellers ID/Planets (Summer 1 Stage 3)	Seaside (Summer 2 Stage 3)

### Music Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	ELG Being imaginative and expressive:					

	Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					
<b>EYFS</b>	Me!	My stories	Everyone	Our world	Big bear funk	Reflect, rewind and replay
<b>Year 1</b>	Introducing beat	Adding rhythm and pitch	Introducing tempo and dynamics	Combining pulse, rhythm and pitch	Having fun with improvisation	Exploring sound and create a story
<b>Year 2</b>	Exploring simple patterns	Focus on dynamics and tempo	Exploring feelings through music	Inventing a musical story	Music that makes you dance	Exploring improvisation
<b>Year 3</b>	Developing notation skills	Glockenspiel stage 1	Composing using your imagination	Sharing musical experiences	Learning more about musical styles	Recognising different sounds
<b>Year 4</b>	Interesting time signatures	Blown away recorder book 1	Combining elements to make music	Glockenspiel stage 2	Creating simple melodies together	Connecting notes and feelings
<b>Year 5</b>	Getting started with music tech	Emotions and musical styles	Blown away recorder book 2	Exploring key and time signatures	Words, meaning and expression	Identifying important musical elements
<b>Year 6</b>	Developing melodic phrases	Introducing chords	Understanding structure and form	Gaining confidence through performance	Exploring notation further	Respecting each other through composition

**PSHE Long Term Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Computing Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>EYFS</b>						
<b>Year 1</b>	1.1 We are treasure hunters	1.2 We are TV chefs	1.3 We are digital artists	1.4 We are publishers	1.5 We are rhythmic	1.6 We are detectives
<b>Year 2</b>	2.1 We are astronauts	2.2 We are games testers	2.3 We are photographers	2.4 We are safe researchers	2.5 We are animators	2.6 We are zoologists
<b>Year 3</b>	3.1 We are programmers	3.2 We are bug fixers	3.3 We are presenters	3.4 We are who we are	3.5 We are co-authors	3.6 We are opinion pollsters
<b>Year 4</b>	4.1 We are software developers	4.2 We are makers	4.3 We are musicians	4.4 We are bloggers	4.5 We are artists	4.6 We are meteorologists
<b>Year 5</b>	5.1 We are games developers	5.2 We are cryptographers	5.3 We are architects	5.4 We are web developers	5.5 We are adventure gamers	5.6 We are VR designers
<b>Year 6</b>	6.1 We are toy makers	6.2 We are computational thinkers	6.3 We are publishers	6.4 We are connected	6.5 We are advertisers	6.6 We are AI developers

**P.E Long Term Plan**

**2023-2024** (Complete PE)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Ball skills Hands 1	Ball Skills Feet	Dance Nursery Rhymes Ourselves	Gym – High, Low, Under, Over	Locomotion: Walking/Jumping (Athletics)	Games for Understanding
					Foundation: Rackets, Bats, Balls and Balloons	Ball Skills hands 2
Year 1	Ball Skills Hands 1	Ball Skills Feet	Dance Growing The Zoo	Gymnastics <i>Wide, Narrow and Curled</i>	Year 1: Rackets, Bats and Balls	Year 1: Locomotion Running/Jumping (Athletics)
					Games for Understanding	Ball Skills Hands 2
Year 2	Year 2: Team Building Cooperation and communication Games for Understanding	Ball Skills Feet	Dance Water Exploring	Gym Developing linking	Ball Skills Hands 1	Ball Skills Hands 2
	Locomotion: Dodging				Year 2: Rackets, Bats and Balls	Year 2: Jumping (Athletics)
Year 3	Year 3 Football Year 4: Football Game Sense (Invasion)	Year 3: Tag Rugby Year 4: Tag Rugby	Dance Wild Animals Weather	Symmetry and Asymmetry	Year 3 Basketball <i>Year 4 Basketball</i>	Year 3: Athletics
						Year 3 Cricket Year 4 Cricket
	Swimming					
Year 4	Year 3: Netball Year 4: Netball	Year 3 Dodgeball Year 4 Dodgeball	Dance Carnival Space	Gym Bridges	Year 3: Tennis Year 4: Tennis	Year 3: Rounders Year 4: Rounders
	Year 3: Hockey Year 4: Hockey				Game Sense	Year 4: Athletics
Year 5	Year 5: Football Year 6: Football	Year 5: Tag Rugby Year 6: Tag Rugby	Dance Greeks The Circus	Year 5: Counter Balance and Counter Tension	Year 5 Basketball Year 6 Basketball	Year 5: Athletics
	Game Sense (Invasion) Year 6 Game Sense					Year 5: Cricket Year 6: Cricket



Year6	Year 5: Netball Year 6: Netball	Year 5 Dodgeball Introduce blocking Year 6 Dodgeball	Matching & Mirroring	Dance Carnival Titanic	Year 5: Tennis Year 6: Tennis	Year 5: Rounders Year 6: Rounders
	Year 5: Hockey Year 6: Hockey					Year 6: Athletics

Strands:  
**Believing = Blue**  
**Expressing = Brown**  
**Living = Green**

\*Christmas from RE Today services  
 \*Easter from RE Today services  
 \*Festivals of Light Planning

	<b>Main religions to focus on</b>	Autumn 1 <u>People and their Religions</u>	Autumn 2 <u>Religions and Festivals theme</u>	Spring 1 <u>Religions, the World and Life Journey</u>	Spring 2 <u>Life and Easter</u>	Summer 1 <u>Islam theme</u> Please refer to the Eid al Fitr whole school plan, for Eid lesson activities. Inspiring RE-Muslims Bk	Summer 2 <u>Sacred symbols and places</u>
EYFS	Christianity and other Faiths	<b>F5: Where do we belong?</b>	<b>F4: Which times are special and why?</b> Festivals of Light Day- Diwali (Hinduism)  <b>*Jesus' Birthday</b>	<b>F2: Which people are special and why?</b>	<b>F6: What is special about our world?</b>  <b>*Puddles and The Happy Easter Day</b>	<b>F1: Which stories are special and why?</b>	<b>F3: Which places are special and why?</b>
YEAR 1	Christianity Islam Hinduism	<b>1:1: Who is a Christian and what do they believe?</b>	<b>1:5: What makes some places sacred?</b>  Festivals of Light Day- Diwali (Hinduism)  <b>*Gifts and Giving</b>	<b>1:8: How should we care for others and the world, and why does it matter?</b>	<b>*Remembering Jesus</b>	<b>1:4: What can we learn from sacred books?</b>	
YEAR 2	Christianity Islam Judaism	<b>1:3: Who is Jewish and what do they believe?</b>	Festivals of Light Day- Hanukkah (Judaism)  <b>*Good News</b>		<b>1:6: How and why do we celebrate special and sacred times?</b>  <b>*Sorrow and Joy</b>	<b>1:2: Who is a Muslim and what do they believe?</b> Focus on: Muslims follow the prophet Mohammed, Ramadan, then celebrate Eid al Fitr	<b>1:7: What does it mean to belong to a faith community?</b>
YEAR 3	Christianity Islam Judaism	<b>L2:7: What does it mean to be a Christian in Britain today?</b>	Festivals of Light Day- Hanukkah (Judaism)  <b>*Light</b>	<b>L2:2: Why is the Bible important to Christians today?</b>	<b>*Hope from despair</b>	<b>L2:4: Why do people pray?</b> Islam focus: Ramadan and Eid, teach the 2 <sup>nd</sup> Pillar of Islam = <b>Salah</b>	
YEAR 4	Christianity Islam Hinduism	<b>L2:1: What do different people believe about God?</b>	Festivals of Light Day- Diwali (Hinduism)  <b>*Journeys- Mary's Milestones</b>	<b>L2:8: What does it mean to be a Hindu in Britain today?</b>	<b>*Sacrifice</b>	<b>L2:6: Why do some people think that life is a journey? What significant experiences mark this?</b> Islam focus, teach the 5th Pillar of Islam= <b>Haj</b> .	

YEAR 5	Christianity Islam Hinduism Sikhism	<b>U2:4: If God is everywhere, why go to a place of worship?</b>	Festivals of Light Day- Diwali (Sikhism) <b>*Peace</b>	<b>U2:2: What would Jesus do? Can we live to the values of Jesus in the 21<sup>st</sup> Century?</b>	<b>*An Easter Experience</b>	<b>U2:5: Is it better to express your religion in arts and architecture or in charity and generosity?</b> Islam focus, teach the 2nd Pillar of Islam= <b>Zakat</b>	
YEAR 6	Christianity Islam Humanism Hinduism Judaism	<b>U2:7: What matters most to Christians and Humanists?</b>	Festivals of Light Day- Advent (Christianity) <b>* Incarnation- God becoming human</b>	<b>U2:1: Why do some people believe God exists? (2023-24)</b>	<b>*Resurrection and Salvation</b>	<b>U2:6: What does it mean to be a Muslim in Britain today?</b> Islam focus, teach the 1 <sup>st</sup> and 4 <sup>th</sup> Pillars of Islam= <b>Shahada</b> and <b>Ramadan</b> .	

**French Long Term Plan  
2023-2024**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	Greetings and feelings	Days and Months	Animals	Using numbers to 15	Fruits and vegetables	Going on a picnic/Aliens in France
<b>Year 4</b>	Welcome to School	Commands/places in town	Family/Alien faces	Parts of the body	I don't feel well/jungle animals	Weather/ice creams
<b>Year 5</b>	Family/Alien Faces (Y4 curriculum)	Parts of the body (Y4 curriculum)	I don't feel well/jungle animals (Y4 curriculum)	Weather/ice creams (Y4 curriculum)	Talking about us/school subjects and opinions	In the city
<b>Year 6</b>	Talking about us/school subjects and opinions (Y5 curriculum)	In the city (Y5 curriculum)	Going to the market (Y5 curriculum)	Clothes (Y5 curriculum)	Space travellers ID/Planets (Y5 curriculum)	Seaside (Y5 curriculum)