

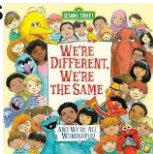

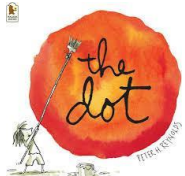
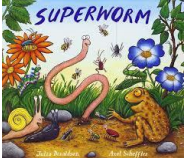
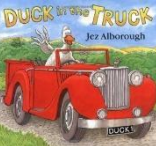
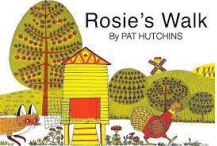

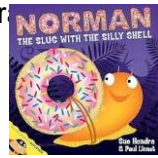
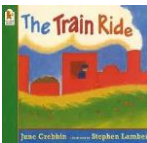
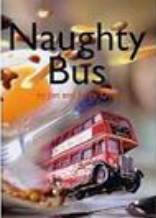
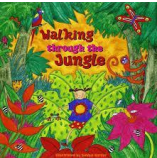


Hunslet Moor Primary School – English LTP 2024-2025



Nursery B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Light and Colour	Super Heros	On the Farm	Minibeasts	Journeys
Enriching experience	Family picnic	Art workshop	Invite people into school to talk to the children	Mobile Farm	Zoolab	Middleton/Kirklees Railway
Key Texts	<p>I forgot to say I love you by Miriam Moss and Ann</p>  <p>From Head to Toe by Eric Carle</p>  <p>We're Different, We're the Same by Bobbi Jane Kates</p> 	<p>Wow said the Owl - by Tim Hopgood</p>  <p>Festival of colours - by kabir Sehgal</p>  <p>The Dot - David A Carter</p> 	<p>Ten little superheroes</p>  <p>Supertato - Paul Linnet and Sue Hendra</p>  <p>Super Worm - Julia Donaldson</p> 	<p>Farmer Duck - Martin Waddell</p>  <p>Duck in the Truck - Jez Alborough</p>  <p>Rosies Walk - by Pat Hutchins</p> 	<p>The very Hungry caterpillar - by Eric Carle</p>  <p>Norman the slug with the silly shell - by Sue Hendra</p>  <p>Mad about Minibeasts – by Giles Andreae and David Wojtowycz</p> 	<p>The Train Ride – by June Crebbin</p>  <p>The Naughty bus by Jan and Jerry Oke</p>  <p>Walking through the Jungle – by Stella Blackstone</p> 
Story time texts	<p>Monday- Traditional tales</p> <p>Tuesday- Cultural</p> <p>Wednesday- Poetry or Nursery rhymes</p> <p>Thursday- Non-Fiction</p> <p>Friday- Class choice by vote</p>	<p>Monday- Traditional tales</p> <p>Tuesday- Cultural</p> <p>Wednesday- Poetry or Nursery rhymes</p> <p>Thursday- Non-Fiction</p> <p>Friday- Class choice by vote</p>	<p>Monday- Traditional tales</p> <p>Tuesday- Cultural</p> <p>Wednesday- Poetry or Nursery rhymes</p> <p>Thursday- Non-Fiction</p> <p>Friday- Class choice by vote</p>	<p>Monday- Traditional tales</p> <p>Tuesday- Cultural</p> <p>Wednesday- Poetry or Nursery rhymes</p> <p>Thursday- Non-Fiction</p> <p>Friday- Class choice by vote</p>	<p>Monday- Traditional tales</p> <p>Tuesday- Cultural</p> <p>Wednesday- Poetry or Nursery rhymes</p> <p>Thursday- Non-Fiction</p> <p>Friday- Class choice by vote</p>	<p>Monday- Traditional tales</p> <p>Tuesday- Cultural</p> <p>Wednesday- Poetry or Nursery rhymes</p> <p>Thursday- Non-Fiction</p> <p>Friday- Class choice by vote</p>
Communication and language	<p align="center">Communication and Language</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p>I can listen to simple stories and use pictures to help me understand what is happening.</p> <p>I can listen to different songs and rhymes and join in with some I know e.g nursery rhymes.</p> <p>I can follow simple instructions with up to two key words.</p>	<p>I can start to listen to longer stories and join in with familiar or repeating parts e.g The Gruffalo, Bear Hunt ect.</p> <p>I can follow instructions with 2 key words accurately.</p> <p>I can answer a range of questions. I am starting to understand 'why' in terms of investigations ect.</p>	<p>I can listen carefully to songs, stories and rhymes and respond by joining in.</p> <p>I can follow one or two part instructions.</p> <p>I can understand and respond to instructions with: 2 key words - put on your hat 3 key words - can you wash dolly's face.</p>			

	I can answer questions using who, what, when, where.		I can understand and respond to 'why' questions.
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Reception						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Dinosaurs	Once Upon a Time	A Long Time Ago	Growing	Space
Enriching experience	Family picnic	Dinosaur Workshop	Temple Newsam – 3 little Pigs workshop	A Museum visit	Hatching Ducks	VR workshop
Key Texts	Mixed - Arree Chung  The Perfect Fit - Naomi and James Jones  Hair love - Matthew A Cherry  What Happened to You - James Catchpole 	Dinosaurs In My School - Timothy Knapman  How to Look After a Dinosaur - Jason Cockcroft  Mad About Dinosaurs - Giles Andreae  Christmas texts 	The Gingerbread Man  Goldilocks and the Three Bears  The 3 Little Pigs  The 3 Billy Goats Gruff 	Lost in the toy museum - David Lucas  Mr Grumpy's Motor Car - John Burningham  A House that once was - Julie Fogliano and Lane Smith 	The Very Hungry Caterpillar - Eric Carle  The Teeny-weeny Tadpole - Sheridan Cain  Jaspers Beanstalk - Nick Butterworth & Mick Inkpen  The Growing Story - Ruth Krauss & Helen Oxenbury 	The Way Back Home - Oliver Jeffers  Bob the Man on the Moon - Simon Bartram  Whatever Next - Jill Murphy  The Dot - Peter H Reynolds (used to support transition) 
Story time texts	Story time texts- Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or rhyme Thursday- Non-Fiction Friday- Class choice by vote	Story time texts- Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or rhyme Thursday- Non-Fiction Friday- Class choice by vote	Story time texts- Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or rhyme Thursday- Non-Fiction Friday- Class choice by vote	Story time texts- Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or rhyme Thursday- Non-Fiction Friday- Class choice by vote	Story time texts- Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or rhyme Thursday- Non-Fiction Friday- Class choice by vote	Story time texts- Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or rhyme Thursday- Non-Fiction Friday- Class choice by vote

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive

opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and Language	I can listen carefully to songs, stories and rhymes and respond by joining in. I can follow one or two part instructions. I can understand and respond to instructions with: 2 key words - put on your hat 3 key words - can you wash dolly's face.	I can understand and respond to 'how' and 'why' questions. I can use vocabulary I have learned in different contexts. I can use some describing words when talking about what I have learnt e.g sharp, scary, large ect.	I can demonstrate good listening behaviours. I engage in story times. I like to join in with familiar songs and rhymes. I can retell familiar stories using learned story language. I can talk about my favourite part in stories I have read.	I can follow instructions with two or more parts reliably. I can respond to what I have heard by asking questions and saying what I think. I can say what I think I can ask questions about what I have heard. I can wait and take turns in conversations. I can respond to what others say.	I can express myself using full sentences. I am beginning to use conjunctions to join ideas together. I can explain how things work and why they happen e.g the lifecycle of a caterpillar.	I can listen carefully. I can respond with questions, comments and actions. I can make comments about what I have heard. I can ask questions to help me understand. I can engage in conversations with my friends and teachers. I can express my ideas using longer sentences.
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Year 1

	<u>Geography</u> <u>Life in Leeds</u> <i>What is it like where we live?</i>		<u>History</u> <u>Toys and Technology</u> "History of entertainment and communication within living memory"		<u>History</u> <u>Steam Power</u> Middleton Railway and Matthew Murray <i>Why is there a train on our school badge?</i>		<u>Geography</u> <u>Beside the Seaside</u> <i>Why do we love to be beside the seaside?</i>	
Writing genres/ key text	Week 2-3 – In Every House in Every Street by Jess Hitchman basic sentence structure. Week 3, 4, 5- Home by Carson Ellis Sentence and adjective work, 'and' Week 6 and 7 -Coming to England By Floella Benjamin (basic sentence focus – description)	Week 1, 2 - Our Tower by Joseph Coelho - use of adjectives and 'and' wk 3-4 The Lost Property Office by Emily Rand Week 5- 6 Train poetry	Week 1- Naughty Bus - Jan and Jerry Oke Week 2-3: Look Up by Nathan Bryon - simple letter writing. week 4-5: History of Toys - Helen Cox Cannons - informative sentences.	week 1 - 3: 'Toys in Space by Mini Grey - Character description weeks 4-6: Toys and Games by Ways Into History (Sally Hewitt) similarities and differences between ways of life	Week 1-2: 'Sharing a Shell' by Julia Donaldson- setting description week 3-5: Non Chron- non fiction text about Scarborough. Week 6, 7: 'The first book of poetry'- rhyming poetry	Week 1 & 2 –Persuasive Tourist leaflet Week 3 & 4- The Lighthouse Keeper's Lunch. story writing Week 5 – 6 Recount my trip to the seaside		
Class Text (end of day text)	A bank of quality Year 1 texts on rotation (in box)							
Reading for Meaning/ key texts	Picture of the day- inference/prediction Week 7 and 8: Black History Month: Martin Luther King and Rosa Parks	Picture of the day- inference/prediction	Look Up by Nathan Bryon History of Toys by Helen Cox Cannons The Lamb who came to dinner The bears and the great big storm	Toys in Space by Mini Grey Toys and Games by Ways Into History (Sally Hewitt) Dogger	Sharing a shell The Lighthouse Keepers Lunch.	Non Fiction- At the Seaside texts from school library		
Supporting texts/ year group	A bank of quality Year 1 texts		Tinga Tinga Tales – Why an elephant has a trunk by Claudia Lloyd. Tinga Tales The boy in the jar	El Deafo - RJ Palacio (higher level teacher led) https://www.youtube.com/watch?v=SqZ9ncOYRS4	Oi get off our Train- John Burningham	Library bundle: Beside the Seaside Seaside poems Gilbert the hero by Jane Clarke. Noisy poems The polar bear and the snow cloud		

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Year 2

	<p>History Up Up and Away! First Aeroplane flight Link To Sir George Caley Scarborough) <i>How did man first learn to fly?</i></p>	<p>Geography Globetrotters <i>What does our world consist of?</i></p>	<p>History Nurturing Nurses History of nursing - Florence Nightingale/Edith Cavell/Nellie Spindler (Wakefield)/Zofia Szlenkier (Warsaw)/Mary Seacole <i>How did conflict help develop modern nursing?</i></p>	<p>Geography A Kenyan Adventure Nairobi, Kenya <i>Why is Nairobi warmer than Leeds?</i></p>
Writing genres/ key text	<p>Week 2-4: 'Violet the Pilot' by Steve Breen - Story recount</p> <p>Week 5-7: 'Emma Jane's Aeroplane' by Katie Haworth -Diary entry</p> <p>Week 8: Goodnight Stories for Rebel Girls (Amelia Earhart) and A Picture Book of Amelia Earhart (Picture Book Biography) by A.Adler Fact File</p>	<p>Week 1-2: 'the sound collector' - Roger McGough – Poetry or firework poetry</p> <p>Week 3-4: Dear Earth by Isabel Otter (Fiction) - (Setting Description)</p> <p>Week 5-6: Dear Earth by Isabel Otter (Fiction) - (Letter)</p> <p>Week 7: Letter to Santa</p>	<p>All through the night By Polly Faber - character description (3 weeks)</p> <p>'Florence Nightingale (little people big dreams)'/ 'The extraordinary life of Mary Seacole (Naida Redgrave)'</p> <p>Non chron (3 weeks)</p> <p>Persuasive Letter (3 weeks)</p> <p>George's Marvellous Medicine By Roald Dahl: Instructions (3 weeks)</p>	<p>The Enormous Crocodile- Roald Dahl- (3 weeks)</p> <p>'Lila and the secret of rain'- David Conway and Jude Daily- Setting description (3 weeks)</p> <p>'Fly, Eagle Fly, an African Tale' (Christopher Geowroski)- Story writing (focus on an extract) (3 weeks)</p> <p>Mama Panya's Pancakes by Mary Chamberlain (3 weeks)</p> <p>Instructions</p>

Class Text (end of day text)	Range of quality picture books for Y2 plus the Reading and Writing texts	George's Marvellous Medicine By Roald Dahl	The Butterfly Lion - Michael Morpurgo Mama Panya's Pancakes by Mary Chamberlain	
Reading for Meaning/ key texts	<p>Franklin's Flying Bookshop (2 weeks)</p> <p>Taking Flight: How the Wright brothers conquered the skies (2 weeks)</p> <p>Zog and the Flying Doctors- Julia Donaldson (2 weeks)</p> <p>Black History Month- Respect and Goodnight Stories for Rebel Girls (2 weeks)</p>	<p>Iris and Issac (2 weeks)</p> <p>Dear Earth by Isabel Otter (2 week)</p> <p>A climate in chaos by Neal Layton. (3 week)</p>	<p>George's Marvellous Medicine By Roald Dahl (3 weeks)</p> <p>The Hospital Dog by Julia Donaldson (2 weeks)</p> <p>Non-fiction-The extraordinary life of Mary Seacole (Naida Redgrave)/ Florence Nightingale (little people people Big dreams) 3 weeks</p> <p>The Mousehole Cat (2 weeks)</p>	<p>The Enormous Crocodile (2 weeks)</p> <p>The butterfly lion - Michael Morpurgo (3 weeks)</p> <p>Poetry (1 week)</p> <p>The Wooden Camel by Wanuri Kahiu (2 weeks)</p> <p>Fly Eagle Fly (2 weeks)</p> <p>The Lion and The Mouse by Jerry Pinkney (2 weeks)</p>

Supporting texts	Texts from SLS	A range of non-fiction Geography texts linked to the topic	Mary Seacole and Florence Nightingale non-fiction texts - available in the library	Mama Mitu: Wangari Maathai and the Trees of Kenya	
Year 3					
	Geography Investigating India India <i>Would my life be the same in India?</i>		History The changing face of Leeds and Bradford Saltaire and the Industrial Revolution <i>How did the Industrial Revolution change Leeds and Bradford?</i>		Geography An American Road Trip The USA <i>What is so special about the USA?</i>
Writing genres/ key text	<p>'Under the Great Plum Tree' by Sufiya Ahmed and Reza Dalvand Setting Description- (3 weeks) Story recount- (3 weeks)</p> <p>'Grandpa Chatterji'- by Jamila Gavin- (See Circles Planning Book pg 88) Newspaper article (3 weeks) DT link (Bhaji making) Instructions (3 weeks) - How to cook</p>		<p>The Life of a Victorian Child - Non Chron (3 weeks)</p> <p>'Oliver Twist'- Charles Dickens (easy classics edition) - Character Description (3 weeks)</p> <p>Use 'Oliver Twist' and 'A guide to being perfect Victorian child to support model text. - Diary entry recount from a Victorian child (3 weeks) - Recount of trip to industrial museum – (3 weeks) – <i>(Order may need to change so it ties in with school trip)</i></p>		<p>From a Railway Carriage – 2/3 weeks Poetry</p> <p>King of the Cloud Forest- Michael Morpurgo (3 weeks) Setting description</p> <p>'Harriet Tubman'- (Little People, Big Dreams) Non-Fiction text - Diary Entry (3 weeks)</p> <p>The Boy who Biked the World part 2 by Alastair Humphys- -Non-chronological Report (3 weeks)</p>
Class Text (end of day text)	<p>Under the Great Plum Tree by Sufiya Ahmed Grandpa Chatterji by Jamila Gavin Around the world in eighty days by Jules Verne</p>		<p>Oliver Twist- Charles Dickens (easy classics edition) Terry Dreary: Victoria Tales: The Twisted Tunnels</p>		<p>King of the Cloud Forest- Michael Morpurgo</p> <p>The Boy who Biked the World part 2: Riding the Americas by Alastair Humphreys</p>
Reading for Meaning/ key texts	<p>Under the Great Plum Tree by Sufiya Ahmed and Reza Dalvand (2 weeks) Excuse me, is this India? POETRY BOOK by Anushka Ravishanka (2 weeks) Non Fiction texts- India (2 weeks) The Best Diwali Ever (2 weeks) Rama and Sita: The Story of Diwali (2 weeks) Cinnamon- Neil Gaimon (2 weeks) Black History Month: Amazing Artists and Walter Tull Scrapbook (2 weeks)</p>		<p>A guide to being the perfect Victorian child (2 weeks) You wouldn't want to be a Victorian school child- John Malam (4 weeks- 2 different aspects) Terry Dreary: Victorian Tales: The Twisted Tunnels (3 weeks) Non Fiction texts (2 weeks)</p>		<p>From a Railway Carriage –poetry RL Stevenson (2 weeks)</p> <p>King of the Cloud Forest- Michael Morpurgo (3 weeks)</p> <p>Harriet Tubman- (Little People, Big Dreams) Non Fiction text (2 weeks)</p> <p>The Boy who Biked the World part 2 by Alastair Humphys- (2 weeks)</p> <p>Monuments of USA by Cameron Walker (2 weeks)</p>
Supporting texts	<p>Non-fiction texts on India Texts from SLS</p>		<p>Texts from SLS</p>		<p>Texts from SLS</p>

GPS	
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Year 4				
	<u>Geography</u> <u>Bustling Brazil</u>	<u>History</u> <u>Scavengers and Settlers</u> <u>Stone Age to Iron Age (4000BC – 600BC)</u> <i>How did life change from the Stone Age to the Iron Age?</i>	<u>History</u> <u>Powerful Civilizations</u> <u>overview of Ancient Sumer, The Indus Valley and The Shang Dynasty</u> <i>What similarities were there within the earliest civilisations?</i>	<u>History</u> <u>Pharaohs, Pyramids and Papyrus Ancient Egypt (1600BC +)</u> <i>How civilized were the Ancient Egyptians?</i>
Writing genres/ key text	<p>“Vanish Rainforest” by Richard Platt - Setting description (3 weeks)</p> <p>Non-fiction - Balanced Argument (3 weeks) Should deforestation be banned?</p> <p>Non-fiction (3 weeks) - Persuasive Brochure to come to Brazil</p> <p>“My Name is River” by Emma Rea (3 weeks) - story retelling</p>	<p>‘Stone Age Boy’ by Satoshi Kitamura – Character description (3 weeks) Time travel/adventure stories (3 weeks)</p> <p>Non-fiction texts: Non Chron report- What was life like during the Stone Age (3 weeks)</p> <p>‘I was Born in the Stone Age’ by Michael Rosen- performance poetry (3 weeks)</p>	<p>‘Firework Maker’s Daughter’ Phillip Pullman (see circles planning book for support)</p> <ul style="list-style-type: none"> - Letter (3 weeks) - Alternative ending/ adventure story (3 weeks) 	<p>Biography on Tutankhamun – based on ‘The Legend of Tutankhamun’ (3 weeks)</p> <p>‘Egyptian Cinderella’ by Shirley Climo – Retelling but changing perspective to the Pharaoh (3 weeks)</p>
Class Text (end of day text)	<p>“The Explorer” by Katherine Rundell</p> <p>“My Name is River” by Emma Rea</p>	<p>The land of Roar- Jenny McLachlan</p> <p>Firework Maker’s Daughter Phillip Pullman (to prepare for next term)</p>	<p>Firework Maker’s Daughter Phillip Pullman</p>	<p>There’s a pharaoh in my bath (Jeremy Strong)</p>
Reading for Meaning/ key texts	<p>“The Vanishing Rainforest” (2 weeks)</p> <p>The Rainforest Book (3 weeks)</p> <p>“The Emotional Menagerie” - Poetry (2 weeks)</p> <p>Black History Month- Story of Slavery and Groundbreaking</p> <p>Scientists (2 weeks)</p> <p>My name is river by Emma Rea (2 weeks)</p>	<p>Stone Age Boy by Satoshi Kitamura (2 weeks)</p> <p>Ug (2 weeks)</p> <p>Stone Girl Bone Girl (4 weeks) - 2 different focuses</p> <p>Michael Rosen Poetry (2 weeks)</p> <p>Non fiction texts: Stone Age/ Iron Age (2 weeks)</p>	<p>Firework Maker’s Daughter Phillip Pullman (2 weeks)</p> <p>Why did the Shang write on Turtles? and other non fiction texts (2 weeks)</p> <p>Chinese Myths and Legends Shelly Fu (2 weeks)</p>	<p>Egyptian Non Fiction texts (2 weeks) There’s a pharaoh in my bath (Jeremy Strong) (2 weeks)</p> <p>Miu and the Pharaoh (2 weeks)</p>

	Travel brochure (1 week) "The Explorer" by Katherine Rundell (2 weeks)			
GPS	Wonder- RJ Palacio			
Supporting texts	Brazil texts SLS	Non fiction texts: Stone Age/ Iron Age/ Texts from SLS	The Shang Dynasty Shang Dynasty China Why did the Shang write on Turtles?	You are in Ancient Egypt Ancient Egyptians The Building of the Great Pyramid - graphic novel (available in library) The Time Traveling Cat and the Egyptian Goddess Miu and the Pharaoh Non-fiction texts (blue boxes)

Year 5

Writing genres/ key text	<u>History</u> Groovy Greeks Ancient Greece (700-480BC) <i>How did Greek ways of life affect modern life?</i>	<u>Geography</u> Groovy Greeks	<u>History</u> Ruthless Romans Romans (27BC – 476AD) (must include a look at the Roman withdrawal from Britain) <i>What did the Romans ever do for us?</i>	<u>Geography</u> Welcome to Yorkshire Yorkshire <i>Is Yorkshire a wonder of the world?</i>
	'Who Let the Gods out?' Maz Evans - character description (3 weeks) 'Pandora Discovered' (planning in Circles book p198) short film https://www.youtube.com/watch?v=GBGDmin_38E plan a myth set on Pandora (3 weeks) Persuasive argument: 'Who Let the Gods out?'- Virgo should/n't have left (2 weeks)	Non Fiction Greece: Non Chron report on Greece (3 weeks) Diary Entry: A holiday to Greece (3 weeks) Talking Turkeys- performance poetry outcome Benjamin Zephaniah (1 week) link to jigsaw unit.	'Empire's End'- A Roman Story by Liela Rasheed - Diary Entry- a day in the life of a Roman Slave (3 weeks) - Third person recount of crossing over to England (3 weeks) A range of Non-fiction texts (Romans)- Explanation- How to be a good Roman soldier (3 weeks) A newspaper article on the death of an Emperor (inspired by Empire's End) - (3 weeks)	The Secret Garden- Character Description of Mary (3 weeks) Persuasive letter: Tourists should (not) be allowed to visit the Yorkshire Dales National Park (3 weeks) Balanced Argument: Is Yorkshire a wonder of the World? (comparison with Christ the Redeemer) 3 weeks) Jabberwocky Poetry (3 weeks)
Class Text (end of day text)	Who Let the Gods out? Maz Evans Percy Jackson and the Lightning Thief by Rick Riordan		Empire's End- A Roman Story by Liela Rasheed Quests- Escape from Rome by Caroline Lawrence	The Secret Garden by Frances Hodgson Burnett Iron Man, Ted Hughes (Yorkshire author)

Reading for Meaning/ key texts	Who Let the God's Out by Maz Evans (3 weeks) Greek Myths for Children by Usborne (3 weeks) Black History Month Resistance and Abolition and Nelson (2 weeks)	Non Fiction texts available in main Library (3 weeks) Visitor's Guide to Ancient Greece by Lesley Sims (3 weeks) Talking Turkeys- Benjamin Zephaniah (1 week)	A range of Non-fiction texts (Romans) (2 weeks) 'Empire's End'- A Roman Story by Liela Rasheed (3 weeks) The Thieves of Ostia (Book 1: The Roman Mysteries) By Caroline Lawrence (2 weeks) Escape from Pompeii (2 weeks) Quests- Escape from Rome by Caroline Lawrence (3 weeks)	The Secret Garden (3 weeks) Iron Man, Ted Hughes (Yorkshire Author) (2 weeks) Son of a Circus by EL Norry (3 weeks) Foul Play 1 by Tom Palmer (Yorkshire author) (3 weeks)
Punctuation & Grammar	Room 13- R S Swindell			
Supporting texts	Non-fiction- Ancient Greece texts SLS texts	Non-fiction Roman texts SLS texts	SLS Texts	

Year 6

	<u>History</u> <u>Traders and Raiders</u> Vikings (793-1066AD) and Anglo Saxons (410-1066AD) <i>How did the Vikings and the Anglo Saxons influence our country?</i>	<u>Geography</u> <u>Extreme Earth</u> Japan <i>What is it like to live in a seismic country?</i>	<u>Geography</u> <u>Frozen Planet</u> <u>Polar Regions</u> <i>What makes the polar regions unique?</i>	<u>History</u> <u>Arabian Nights</u> Islamic Civilisations (AD900) <i>Did Early Islamic civilizations invent it all first?</i>
Writing genres/ key text	Recount of Norse Myth (3 weeks) 'Viking Boy'- Tony Bradman (3 weeks) Character Description Non-fiction- Information text- Viking life (3 weeks) 'Viking Boy'- Tony Bradman Setting description (3 weeks)	'Kensuke's Kingdom' by Michael Murpurgo (see circles planning book for support) - - Diary Entry (3 weeks) - Newspaper report (3 weeks) 'Kintaro'- recount of Japanese Traditional Tale (3 weeks) Instructional leaflet - how to survive on a desert island (3 weeks)	'Ice Trap- Shackleton's story' by Meredith Hooper - Narrative recount – Elephant Island (3 weeks) - Balanced argument- Should an explorer go on an expedition to Antarctica? (3 weeks)	The Golden Horseman of Baghdad by Saviour Pirotta - Persuasive letter- asking to be let out of jail (3 weeks) - Setting Description- the fire (3 weeks)
Class Text (end of day text)	Viking Boy- Tony Bradman Beowulf- Michael Morpurgo)	Kensuke's Kingdom by Michael Murpurgo	Shackleton's Journey by Willaim Gill Ice Trap by Meredit Hooper	The Golden Horseman of Baghdad Saviour Pirotta

Reading for Meaning/ key texts	Viking Boy- Tony Bradman (3 weeks) Non Fiction - Viking Britain and Jorvik, Ivar the Boneless and the Vikings (3 weeks) Norse Myths by Alex Frith & Louie Stowell (2 weeks) Beowulf POETRY: (3 weeks) Black History Month: Hidden Figures and Punishment and Slavery (2 weeks)	Kensuke's Kingdom by Michael Morpurgo (3 weeks) Japan texts (Tokyo and Manga) - (non fiction) (2 weeks) Kintaro (fiction) (1 week) The Great Plague (explanatory text/historical narrative/information text) (1 week) Wolf Pack (explanatory text/narrative/information text/legend/pictorial) (1 week) Golden Dreams (SAT) (1 week) The Listeners Walter De La Mare (1 week)	Ice Trap (2 weeks) Shackleton's Journey by Willaim Gill (2 weeks) The Highwayman POETRY (2 weeks)	The Golden Horseman of Baghdad by Saviour Pirotta (3 weeks) Early Islamic Civilisation (Non Fiction) (3 weeks)
Punctuation & Grammar	The Invention of Hugo Cabret by Brian Selznick			
Supporting texts	<u>Available in Library</u> The Vikings Raiders, Traders and Adventures Harald Hardnut Tony Bradburn (B Squared focus) A Viking Adventure (graphic novel) The Viking Invaders Viking Britain and Jorvik The Vikings Who were the Vikings? Ivar the Boneless and the Vikings The Vikings- discover through craft The Vikings are Coming Viking Sites Launching a Viking Raid (L. Ability) Beowulf by Michael Morpurgo	Texts from SLS	Texts from SLS	Texts from SLS