
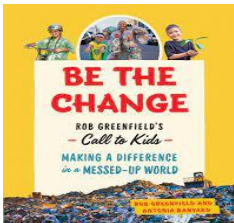
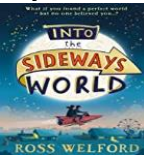
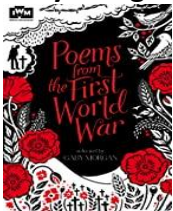
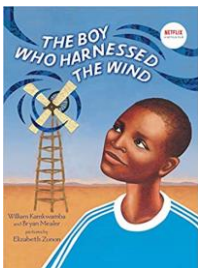
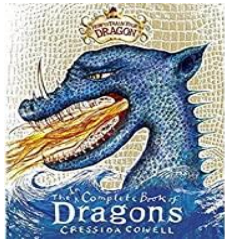






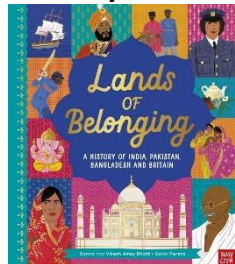
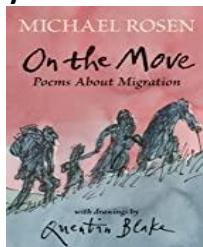
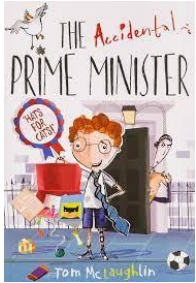


Sharks Year 5/6 Long Term Overview 2022-23

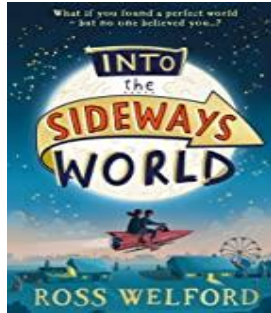
Autumn 1 Power	Autumn 2 Power	Spring 1 Anglo-Saxons and Vikings	Spring 2 Anglo-Saxons and Vikings	Summer 1 Diversity	Summer 2 Diversity
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: <i>Unplugged</i> by Steve Antony</p>  <p>Outcome: Stories set in familiar places SOA: Discussion of the benefits of tech</p> <p>Text: <i>Be the Change</i> by Rob Greenfield</p>  <p>Outcome: Explanation of electricity and climate change</p> <p>Text: <i>Into the Sideways World</i> by Ross Welford</p>  <p>Outcome: Story of mystery or suspense in an imaginary setting</p>	<p>Text: <i>Poems from the First World War</i> ed Gaby Morgan</p>  <p>Outcome: War poem using figurative language</p> <p>Text: <i>The Boy who Harnessed the Wind</i> by William Kamkwamba</p>  <p>Outcome: Biography of William SOA (alongside <i>A World of Discovery</i>): Explanation of a Windmill</p>	<p>Text: <i>How to Train your Dragon: Incomplete book of Dragons</i> by Cressida Cowell</p>  <p>Outcome: Non-chronological report on dragons SOA: Explanation how to kill a dragon</p> <p>Text: <i>Beowulf</i> by Michael Morpurgo</p>  <p>Outcome: Stories that contain mythical characters and events</p>	<p>Video: Vikings Text: <i>The Long-lost diary of the world's worst Viking</i> by Isobel Lundie</p>  <p>Outcome: Paired diary recounts from a Viking and a Lindisfarne monk</p> <p>Text: <i>The Saga of Erik the Viking</i> by Terry Jones</p>  <p>Outcome: Adventure story in the style of a saga</p>	<p>Text: <i>Rumaysa</i> by Radiya Hafiza AND <i>Gender Swapped Fairy Tales</i> by Karrie Fransman</p>   <p>Outcome: Twist on a Traditional Tale</p> <p>Text: <i>Malala's Magic Pencil / I am Malala</i> by Malala Yousafzai</p>  <p>Outcome: Journalistic writing reporting what happened to Malala</p>	<p>Text: <i>Lands of Belonging</i> by Vikesh Amey Bhatt</p>  <p>Outcome: discursive writing comparing England and Asian culture</p> <p>Text: <i>On the Move: poems about Migration</i> by Michael Rosen</p>  <p>Outcome: Fictional biographies or letters based on characters from poems SOA: Poems about moving on</p>

Novels for Read Aloud

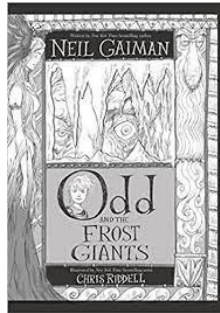
***The Accidental
Primeminister* by Tom
McLaughlin**



**Text: *Into the Sideways
World* by Ross Welford**



***Odd and the Frost
Giants* by Neil Gaiman**



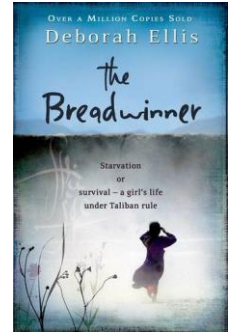
***The Saga of Erik the
Viking* by Terry Jones**



***Rumaysa* by Radiya
Hafiza**

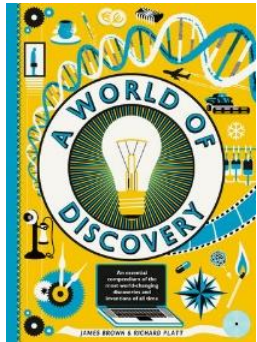


***The Breadwinner* by
Deborah Ellis**

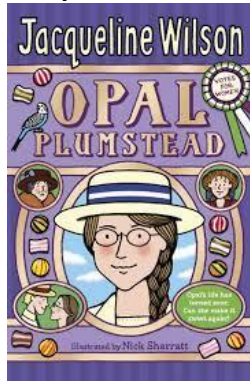


Extra texts for book corner and Guided Reading extracts

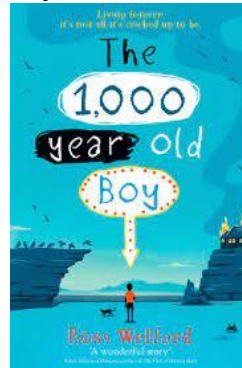
**Text: *A World of
Discovery* by Richard
Platt**



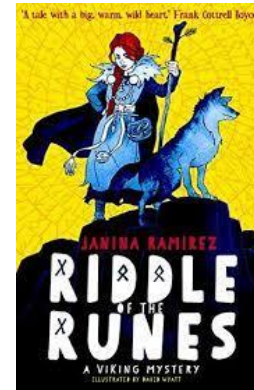
***Opal Plumstead* by
Jacqueline Wilson**



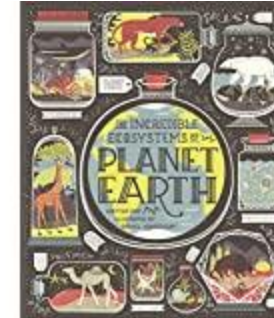
***The 1000 year old boy*
by Ross Welford**



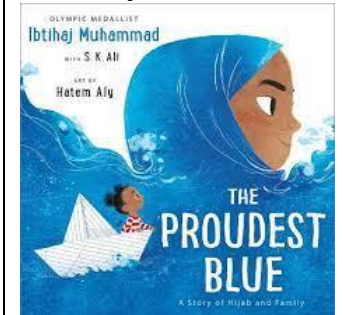
***Riddle of the Runes* by
Janina Ramirez**



**Text: *The Incredible
Ecosystems of Planet
Earth* by Rachel
Ignatofsky**



**Text: *Blue is the
proudest colour* by
Ibtihaj Muhammad**



Sharks Year 5/6 Teaching of Reading Progression 2022-23

Bullet points show where objectives should be specifically taught. They may already have been encountered and used in previous reading and will continue to be used in following reading. Objectives in bold appear in NC but not in Milestones.

Autumn 1 Power	Autumn 2 Power	Spring 1 Anglo-Saxons and Vikings	Spring 2 Anglo-Saxons and Vikings	Summer 1 Diversity	Summer 2 Diversity
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: <i>Unplugged</i> by Steve Antony -identifying how language, structure and presentation contribute to meaning</p> <p>Text: <i>Be the Change</i> by Rob Greenfield -summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Text: <i>Into the Sideways World</i> by Ross Welford - predicting what might happen from details stated and implied</p>	<p>Text: <i>Poems from the First World War</i> ed Gaby Morgan -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -learning a wider range of poetry by heart</p> <p>Text: <i>The Boy who Harnessed the Wind</i> by William Kamkwamba -recommending books that they have read to their peers, giving reasons for their choices - distinguish between statements of fact and opinion</p>	<p>Text: <i>How to Train your Dragon: Incomplete book of Dragons</i> by Cressida Cowell -retrieve, record and present information from non-fiction</p> <p>Text: <i>Beowulf</i> by Michael Morpurgo -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</p>	<p>Video: Vikings Text: <i>The Long-lost diary of the world's worst Viking</i> by Isobel Lundie -asking questions to improve their understanding</p> <p>Text: <i>The Saga of Erik the Viking</i> by Terry Jones -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -provide reasoned justifications for their views</p>	<p>Text: <i>Rumaysa</i> by Radiya Hafiza AND <i>Gender Swapped Fairy Tales</i> by Karrie Fransman -identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Text: <i>Malala's Magic Pencil / I am Malala</i> by Malala Yousafzai -making comparisons within and across books</p>	<p>Text: <i>Lands of Belonging</i> by Vikesh Amey Bhatt -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</p> <p>Text: <i>On the Move: poems about Migration</i> by Michael Rosen -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</p>

Ongoing Reading Objectives:

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - 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

'Read Accurately' objectives taught through all texts and Guided Reading program

Sharks Y5/6 Progression in Writing 2022-23

Bullet points show where objectives should be specifically taught. They may already have been encountered and used in previous writing and will continue to be used in following writing.

	Autumn Power	Spring Vikings	Summer Diversity
Narrative	<p>1.Stories set in places pupils have been</p> <ul style="list-style-type: none"> Interweave descriptions of character, setting and atmosphere with dialogue <p>3.Stories of mystery or suspense</p> <ul style="list-style-type: none"> Write sentences that include: modal verbs, a mixture of active and passive voice Use passive verbs to affect the presentation of information in a sentence (identifying subject and object) Use modal verbs or adverbs to indicate degrees of possibility 	<p>2.Stories that contain mythical or historical characters or events: Beowulf</p> <ul style="list-style-type: none"> Identify the audience for writing Use expanded noun forms to convey complicated info concisely (including determiners) <p>4.Stories of adventure: Viking Saga</p> <ul style="list-style-type: none"> Use techniques that authors use to develop character, setting and plot Choose effective grammar and punctuation 	<p>1.Narrative based on a traditional tale</p> <ul style="list-style-type: none"> Choose appropriate form using main features identified in reading <p>4.Stories, letters, scripts, fictional biographies: of migrants from poems</p> <ul style="list-style-type: none"> Ensure correct use of tenses throughout a piece of writing
Non-fiction	<p>2.Explanations: Energy use and the Climate Crisis</p> <ul style="list-style-type: none"> Guide the reader using a range of organisations devices, including connectives Write sentences that include colons and semi-colons Write sentences that include: brackets, parenthesis <p>5.Biographies: William Kamkwamba</p> <ul style="list-style-type: none"> Use perfect verb forms to make relationships of time and cause Write sentences that include: relative clauses, relative pronouns Use relative clauses beginning with relative pronouns 	<p>1.Non-chronological reports: Mythical Monsters</p> <ul style="list-style-type: none"> Write sentences that include: colons and semi-colons, bullet points Use hyphens to avoid ambiguity Use semi-colons, colons or dashes to mark boundaries between clauses Use a colon to introduce a list Punctuate bullet points consistently <p>3.Recounts: Monk and Viking raider paired recounts</p> <ul style="list-style-type: none"> Note, develop and research ideas Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity Write cohesively at length 	<p>2.Write in a journalistic style: Report on Malala's experience</p> <ul style="list-style-type: none"> Write paragraphs that give the reader a sense of clarity Recognise vocab and structures appropriate for formal speech and writing, inc subjunctive forms <p>3.Discursive Writing: comparing English and Asian culture</p> <ul style="list-style-type: none"> Write paragraphs that make sense if read alone Perform composition using appropriate intonation and volume

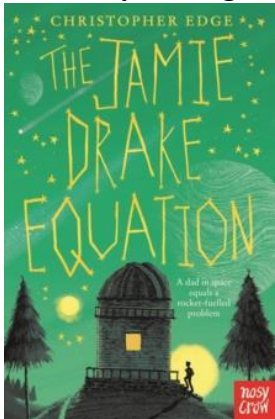
Poetry	Learn by heart and perform a significant poem 4. Poems that convey an image: WW1 Poetry <ul style="list-style-type: none"> • Use a thesaurus (to find synonyms) • Create vivid images using alliteration, similes, metaphors and personification 	Learn by heart and perform a significant poem (World Poetry Day)	
Ongoing Objectives	Composition, Vocabulary, Grammar and Punctuation <ul style="list-style-type: none"> • Plan, draft, write edit and improve • Assess the effectiveness of their own and others' writing • Propose changes to vocab, grammar and punctuation to enhance effects and clarify meaning • Proof read for spelling and punctuation errors • Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active and passive voice, a clear subject and object, hyphens, colons and semi-colons, bullet points • Use and understand grammatical terminology when discussing writing and reading <p>Year 5: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p> <p>Year 6: active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points</p> <ul style="list-style-type: none"> • Précising longer passages 	Transcription <ul style="list-style-type: none"> • Write fluently and legibly with a personal style • Choose which shape of letter to use and whether to join specific letters • Choose the writing implement best suited to the task • Use prefixes appropriately • Spell some words with silent letters • Distinguish between homophones and other words that are often confused Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically • Use dictionaries to check meaning and spelling of words • Use the first three/four letters of a word to look up meaning or spelling in a dictionary • Use a thesaurus • Spell the vast majority of words correctly 	

Stingrays Y4/5 Long Term Overview 2022-23

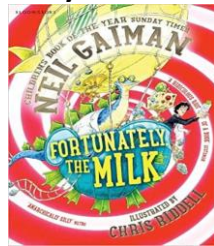
Autumn 1 Infinity and Beyond	Autumn 2 Infinity and Beyond	Spring 1 Crime and Punishment	Spring 2 Crime and Punishment	Summer 1 Romp in the Rainforest	Summer 2 Romp in the Rainforest
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: <i>Space Tortoise</i> by Ross Montgomery</p>  <p>Outcome: Story of adventure</p> <p>Text: <i>The Sea of Tranquility</i> by Mark Haddon</p>  <p>Outcome: Diary recount of a child who watched the first moon landing</p>	<p>Text: <i>Curiosity: the story of a Mars Rover</i> by Markus Motum</p>  <p>Outcome: Explanation of a Mars Rover</p> <p>Text: <i>Fortunately the Milk</i> by Neil Gaiman</p>  <p>Outcome: Fictional letter of excuse</p> <p>Text: <i>When I took the moon for a walk</i> by Carolyn Curtis AND <i>Moon</i> by Britta Teckentrup</p>  <p>Outcome: Poems using imagery</p>	<p>Text: <i>The Highway man</i> by Alfred Noyes</p>  <p>Outcome: Character description of historical character</p> <p>Outcome: Poetry Performance</p> <p>Text: <i>The King who banned the dark</i> by Emily Haworth-Booth</p>  <p>Outcome: Discussion showing different points of view about the law</p>	<p>Text: <i>The Good Thieves</i> by Kathryn Rundell</p>  <p>Outcome: Stories set in places pupils have been - stealing something</p> <p>Text: <i>The True Story of the Three Little Pigs</i> by Job Scieszka AND <i>The Three Little Wolves and the Big Bad Pig</i> by Helen Oxenbury</p>  <p>Outcome: Journalistic Writing</p>	<p>Text: <i>The Shaman's Apprentice</i> by Lynne Cherry AND Recipes</p>  <p>Instructions: Making medicine</p> <p>Text: <i>Where the Forest Meets the Sea</i> by Jeannie Baker AND <i>Expedition Diaries</i> by Simon Chapman</p>  <p>Outcome: Narrative of mystery and suspense - lost in the rainforest</p>	<p>Text: <i>Red Alert</i> by Catherine Barr AND <i>Children's Wildlife Atlas</i></p>  <p>Outcome: Non-chronological report on an endangered species</p> <p>Text: <i>There's a Rang-Tan in My Bedroom</i> by James Sellick</p>  <p>Outcome: Persuasive Writing to save an endangered species</p> <p>SOA: Imitate an author wildlife based fiction</p>

Novels for Read Aloud

Novel: *The Jamie Drake Equation* by Christopher Edge



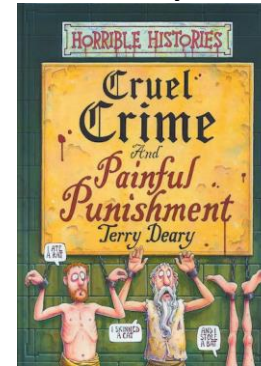
Novel: *Fortunately the Milk* by Neil Gaiman



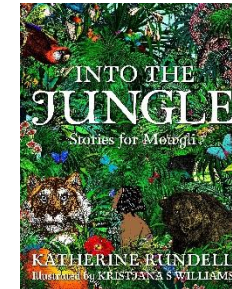
Novel: *The Good Thieves* by Kathryn Rundell



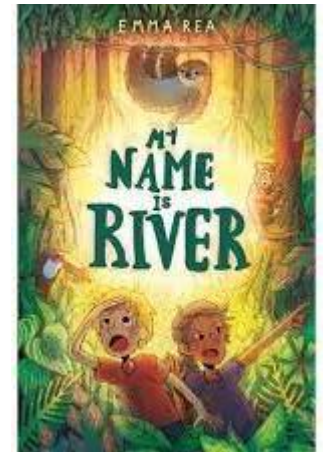
Reading Focus: *Horrible Histories Crime and Punishments* sections in different eras by Terry Deary



Novel: *Into the Jungle: Stories for Mowgli* by Katherine Rundell



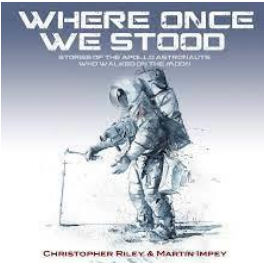
***My Name is River* by Emma Rea**



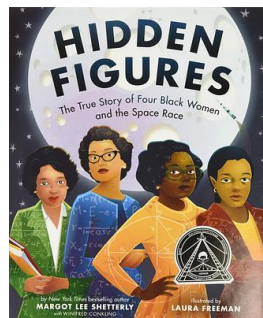
Play Scripts: KS2 Production

Additional texts for book corner and Guided Reading extracts

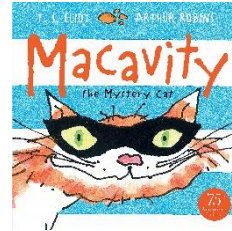
***Where Once we Stood* by Christopher Riley**



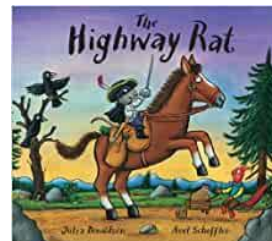
Black History Month: Text: *Hidden Figures* by Simon Bartram



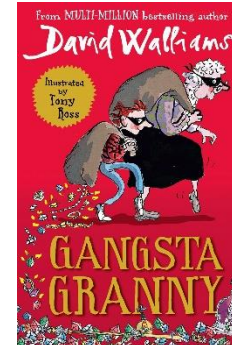
Poem: *Macavity the Mystery Cat* by TS Eliot



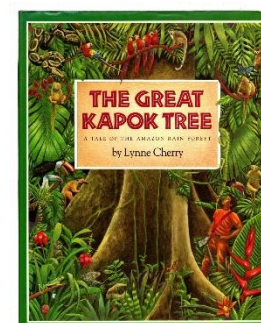
***The Highway Rat* by Julia Donaldson**



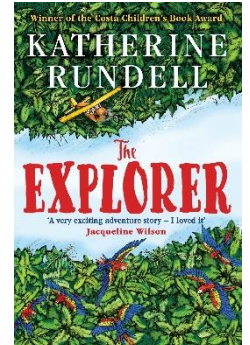
***Gangsta Granny* by David Walliams**



Text: *The Great Kapok Tree* by Lynne Cherry



***The Explorer* by Kathrine Rundell**



Stingrays Y4/5 Teaching of Reading Progression 2022-23

Bullet points show where objectives should be specifically taught. They may already have been encountered and used in previous reading and will continue to be used in following reading. Objectives in bold appear in NC but not in Milestones. **Milestone 2 Objectives** Milestone 2&3 Objectives Milestone 3 Objectives

Autumn 1 Infinity and Beyond	Autumn 2 Infinity and Beyond	Spring 1 Crime and Punishment	Spring 2 Crime and Punishment	Summer 1 Romp in the Rainforest	Summer 2 Romp in the Rainforest
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: <i>Space Tortoise</i> by Ross Montgomery</p> <p>-Draw inferences from reading</p> <p>Text: <i>The Sea of Tranquility</i> by Mark Haddon</p> <p>-Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Text: <i>Curiosity: the story of a Mars Rover</i> by Markus Motum</p> <p>-Identify how language, structure and presentation contribute to meaning</p> <p>-Ask questions to improve understanding of a text</p> <p>Text: <i>Fortunately the Milk</i> by Neil Gaiman</p> <p>-Recall and summarise main ideas</p> <p>-Provide reasoned justification for views</p> <p>Text: <i>When I took the moon for a walk</i> by Carolyn Curtis</p> <p>-Recognise some different forms of poetry</p> <p>-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Text: <i>The Highway man</i> by Alfred Noyes</p> <p>-Prepare poems and plays to read aloud with expression, volume, tone and intonation so that the meaning is clear to an audience</p> <p>-Learn a wide range of poetry by heart</p> <p>-Discuss words and phrases that capture the imagination</p> <p>Text: <i>The King who banned the dark</i> by Emily Haworth-Booth</p> <p>-Predict what might happen from details stated and implied</p> <p>-explain and discuss understanding, including through formal presentations and debates, maintaining a focus on topic and using notes where necessary</p>	<p>Text: <i>The Good Thieves</i> by Kathryn Rundell</p> <p>-Identify main ideas drawn from more than one paragraph and summarise these</p> <p>-Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Text: <i>The True Story of the Three Little Pigs</i> by Job Scieszka AND Text: <i>The Three Little Wolves and the Big Bad Pig</i> by Helen Oxenbury</p> <p>-Identify themes and conventions in and across a wide range of writing</p> <p>-Distinguish between statements of fact and opinion</p>	<p>Text: <i>The Shaman's Apprentice</i> by Lynne Cherry</p> <p>-Check the text makes sense, discussing understanding and explaining meaning of words in context</p> <p>Text: <i>Where the Forest Meets the Sea</i> by Jeannie Baker AND <i>Expedition Diaries</i> by Simon Chapman</p> <p>-Identify recurring themes and elements of different stories</p> <p>-Make comparisons within and across books</p> <p>-*using indexes</p>	<p>Text: <i>Red Alert</i> by Catherine Barr</p> <p>-Retrieve and record info from non-fiction, using titles, headings, sub-headings and indexes*</p> <p>-Explain and discuss understanding of reading, maintaining focus on the topic</p> <p>Text: <i>There's a Rang-Tan in My Bedroom</i> by James Sellick</p> <p>-Participate in discussions about books, taking turns and listening and responding to what others say, challenging views courteously</p>

Ongoing Reading Objectives:

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and reading for a range of purposes
- use dictionaries to check the meaning of words they have read
- increase familiarity with a wide range of books, including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions, and retelling some of these orally
- Recommend books to peers, giving reasons for choices

'Read Accurately' objectives taught through all texts and Guided Reading program

Stingrays Y4/5 Progression in Writing 2022-23

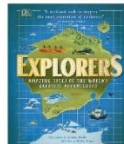
Milestone 2 Objectives Milestone 2&3 Objectives Milestone 3 Objectives

Bullet points show where objectives should be specifically taught. They may already have been encountered and used in previous writing and will continue to be used in following writing.

	Autumn Infinity and Beyond	Spring Crime and Punishment	Summer Romp in the Rainforest
Narrative	<p>1.Stories of adventure: Space tortoise</p> <ul style="list-style-type: none"> Use techniques that authors use to develop character, setting and plot Use a range of descriptive phrases, including some collective nouns (and word classes) Write sentences that include adverbials <p>4.Letters: letter of excuse about the forgotten milk</p> <ul style="list-style-type: none"> Write sentences that include: relative clauses, relative pronouns Use relative clauses beginning with relative pronouns Perform composition using appropriate intonation and volume Read aloud to a group or whole class using appropriate intonation 	<p>1.Stories that contain mythical or historical characters or events: character description of the highway man</p> <ul style="list-style-type: none"> Use commas after fronted adverbials Create vivid images using alliteration, similes, metaphors and personification <p>3.Stories set in places pupils have been: stealing something</p> <ul style="list-style-type: none"> Use and punctuate direct speech Write sentences that include direct speech Interweave descriptions of character, setting and atmosphere with dialogue 	<p>2.Stories of mystery of suspense: lost in the rainforest</p> <ul style="list-style-type: none"> Use connectives that signal time, shift attention, inject suspense and shift the setting
Non-fiction	<p>2.Recounts: diary recount of a child who watched the first moon landing</p> <ul style="list-style-type: none"> Write sentences that include conjunctions and clauses Ensure correct use of tenses throughout a piece of writing Use perfect verb forms to mark relationships of time and cause Sequence paragraphs <p>3.Explanation: how a Mars Rover works</p> <ul style="list-style-type: none"> Guide the reader using a range of organisations devices, including connectives 	<p>2.Discursive writing: different points of view regarding banning the dark</p> <ul style="list-style-type: none"> Write paragraphs that make sense if read alone Organise paragraphs around a theme Write sentences that include: modal verbs, Use modal verbs or adverbs to indicate degrees of possibility <p>5.Write in a journalistic style: reporting on the true story of the three little pigs</p> <ul style="list-style-type: none"> Write paragraphs that give the reader a sense of clarity 	<p>1.Instructions: making medicine potions</p> <ul style="list-style-type: none"> Choose appropriate form using main features identified in reading Use expanded noun forms to convey complicated info concisely (including determiners) Use commas to clarify meaning or avoid ambiguity <p>3.Non-chronological reports: endangered species</p> <ul style="list-style-type: none"> Use organisational devices such as headings and subheadings Use a mixture of simple, compound and complex sentences

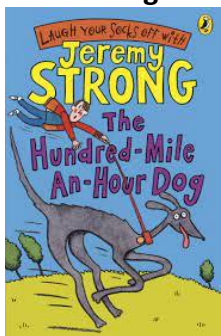
	<ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> Write cohesively at length 	4. Write persuasively: saving endangered species <ul style="list-style-type: none"> Choose effective grammar and punctuation Identify the audience for writing
Poetry	5. Poems that convey an image <ul style="list-style-type: none"> Use similes effectively Use alliteration effectively 	4. Learn by heart and perform a significant poem (World Poetry Day)	
Ongoing Objectives	<div> <div> Composition, Vocabulary, Grammar and Punctuation <ul style="list-style-type: none"> Plan, draft, write edit and improve Assess the effectiveness of their own and others' writing Propose changes to grammar and vocabulary to improve consistency and clarify meaning Proof read for spelling and punctuation errors Write sentences that include: conjunctions, adverbs, direct speech, <u>are punctuated correctly</u>, use clauses and adverbial phrases Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active and passive voice, a clear subject and object, hyphens, colons and semi-colons, bullet points Use and understand grammatical terminology when discussing writing and reading: Year 5: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity Year 4: pronoun, possessive pronoun, adverbial </div> <div> Transcription <ul style="list-style-type: none"> Use the first 2/3 letters to check spelling in a dictionary Progressively build a rich and varied vocabulary and an increasing range of sentence structures Join letters, deciding which letters are best left un-joined Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately Write fluently and legibly with a personal style Choose which shape of letter to use and whether to join specific letters Choose the writing implement best suited to the task Use prefixes and suffixes and understand how to add them Spell homophones correctly Spell correctly often misspelled words Place the possessive apostrophe in words with regular and irregular plurals Use prefixes appropriately Spell some words with silent letters Distinguish between homophones and other words that are often confused Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically Use dictionaries to check meaning and spelling of words Use the first three/four letters of a word to look up meaning or spelling in a dictionary Use a thesaurus Spell the vast majority of words correctly </div> </div>		

Seahorses Y2/3 Long Term Overview 2022-23

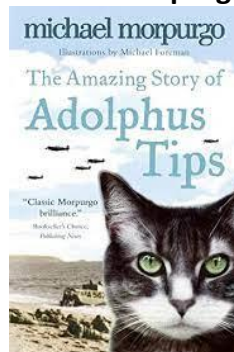
Autumn 1 Near and Far	Autumn 2 Near and Far	Spring 1 Mummies, Myths and Legends	Spring 2 Mummies, Myths and Legends	Summer 1 (SATS) Survival of the Fittest	Summer 2 Survival of the Fittest
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: <i>The colour of home</i> by Mary Hoffman</p>  <p>Outcome: Non-chronological report / Labels, lists and captions: getting to know you</p> <p>Text: <i>The Sound of Silence</i> by Katrina Goldsaito</p>  <p>Outcome: Stories set in places children have been (Sound walk around Fritwell)</p>	<p>Text: <i>Where the Poppies Now Grow</i></p>  <p>Outcome: Diary Recount in role as a character</p> <p>Text: <i>Explorers: Amazing Tales of the World's Greatest Adventurers</i> by Nellie Huang</p>  <p>Outcome: Diary Recount in role as an explorer</p> <p>Text: <i>Way Home for Wolf</i> by Rachel Bright</p>  <p>Outcome: Stories that mimic an author – animal adventure</p>	<p>Text: <i>Marcy and the riddle of the Sphinx</i></p>  <p>Outcome: Stories of Mystery and Suspense Narrative to describe the pictures depicting entering the tomb</p> <p>Text: <i>The Star Bearer: an Egyptian Creation Myth</i></p>  <p>Outcome: Instructions – how to make a world</p>	<p>Text: <i>The Egyptian Cinderella</i> by</p>  <p>Outcome: Stories that use the language of fairy tales</p> <p>Text: <i>Who built the Pyramids</i> by Usborne Books (plus example instructions)</p>  <p>Outcome: Explanation (how mummies / pyramids are made)</p> <p>SOA: Instructions on how to build a pyramid / make a mummy</p>	<p>Text: <i>Meerkat Mail</i> by Emily Gravett (inspiration)</p>  <p>Outcome: Narrative: stories with imaginary settings expanding on Sunny's experience from the postcards</p> <p>Text: <i>All Kinds of Habitats</i> by Sally Hewitt (plus holiday advertising)</p>  <p>Outcome: Persuasive writing to persuade Sunny to visit different biomes</p>	<p>Text: <i>Little Bear's Spring</i> by Elli Woolard</p>  <p>Outcome: Journalistic writing about Little Bear's experience, inspired by news report in Meerkat Mail</p> <p>Text: <i>The Minpins</i> by Roald Dahl</p>  <p>Outcome: Stories of Adventure</p> <p>SOA: Non-chron report / glossary on animals and biomes</p>

Read Aloud Novels

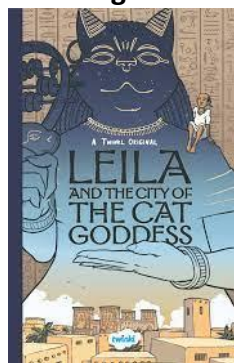
***The Hundred Mile an Hour Dog* by Jeremy Strong**



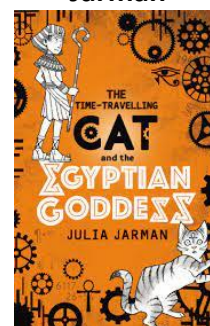
***Adolphus Tips* by Michael Morpurgo**



***Leila and the City of the cat goddess Twinkl* original**



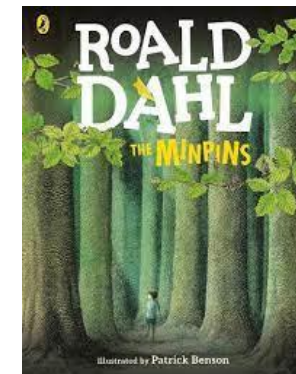
***The Time-Travelling Cat and the Egyptian Goddess* by Julia Jarman**



***Mr Gum* by Andy Stanton**



***The Minpins* by Roald Dahl**



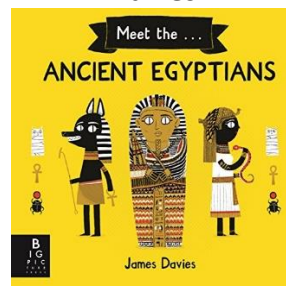
Curriculum Linked and Additional Texts for read aloud, Guided Reading and book corner

***Harvest Haiku* by Delsi Williams Dyke**

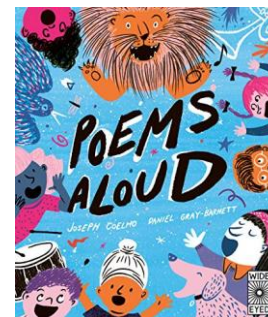


Nativity

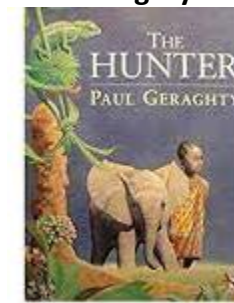
***Meet the ancient Egyptians* by James Davies**



***Poems Aloud* by Joseph Coelho**



***The Hunter* by Paul Geraghty**



***Tale of two beasts* by Fiona Robertson**



Seahorses Y2/3 Teaching of Reading Progression 2022-23

Bullet points show where objectives should be specifically taught. They may already have been encountered and used in previous reading and will continue to be used in following reading. Objectives in bold appear in NC but not in Milestones. **Milestone 1 Objectives** Milestone 2 Objectives Milestone 1 & 2 Objectives

Autumn 1 Near and Far	Autumn 2 Near and Far	Spring 1 Mummies, Myths and Legends	Spring 2 Mummies, Myths and Legends	Summer 1 (SATS) Survival of the Fittest	Summer 2 Survival of the Fittest
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: <i>The colour of home</i> by Mary Hoffman</p> <p>-Infer what characters are like from actions</p> <p>-Draw inferences from reading</p> <p>Text: <i>The Sound of Silence</i> by Katrina Goldsaito</p> <p>-Link reading to own experiences and other books</p> <p>-Discuss favourite words and phrases</p> <p>-Discuss words and phrases that capture the imagination</p>	<p>Text: <i>Where the Poppies Now Grow</i></p> <p>-Discuss events</p> <p>-Discuss the significance of the title and events</p> <p>-Ask questions to improve understanding of a text</p> <p>Text: <i>Explorers: Amazing Tales of the World's Greatest Adventurers</i> by Nellie Huang</p> <p>-Recall and summarise main ideas</p> <p>Text: <i>Way Home for Wolf</i> by Rachel Bright</p> <p>-Read words with common suffixes</p> <p>-Join in with stories or poems</p>	<p>Text: <i>Marcy and the riddle of the Sphinx</i></p> <p>-Predict events</p> <p>-Predict from details stated and implied</p> <p>-Discuss the sequence of events and how items of info are related</p> <p>Text: <i>The Star Bearer: an Egyptian Creation Myth</i></p> <p>-Explain and discuss understanding of texts</p> <p>-Explain and discuss understanding of reading, maintaining focus on the topic</p>	<p>Text: <i>The Egyptian Cinderella</i> by</p> <p>-Make inferences on the basis of what is being said and done</p> <p>-Identify recurring themes and elements of stories (eg good's triumph over evil)</p> <p>Text: <i>Who built the Pyramids</i> by Usborne Books (+ instructions)</p> <p>-Ask and answer questions from texts</p> <p>-Retrieve and record info from non-fiction, using titles, headings, sub-headings and indexes</p> <p>-Be introduced to non-fiction texts structured in different ways</p>	<p>Text: <i>Meerkat Mail</i> by Emily Gravett</p> <p>-Read words with contractions</p> <p>-Identify how language, structure and presentation contribute to meaning</p> <p>Text: <i>All Kinds of Habitats</i> by Sally Hewitt (plus holiday advertising)</p> <p>-Identify main ideas drawn from more than one paragraph and summarise these</p>	<p>Text: <i>Little Bear's Spring</i> by Elli Woolard</p> <p>-Recognise and join in with recurring language</p> <p>Text: <i>The Minpins</i> by Roald Dahl</p> <p>-Draw inferences such as inferring character's feelings, thoughts and motives from their actions, justifying inferences with evidence</p>
<p>Harvest Haikus</p> <p>-Recognise some different forms of poetry</p>	<p>Nativity</p> <p>-Prepare poems and plays to read aloud with expression, volume, tone and intonation</p>	<p>Who were the ancient Egyptians?</p>	<p>National Poetry Day</p> <p>-Continue to build repertoire of poems learnt by heart, appreciating and reciting with appropriate intonation</p>	<p>The Tin Forest Chameleon's Crazy Colours</p>	<p>Tale of two beasts</p>

Ongoing:

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Become very familiar with key stories and traditional tales, re-telling them and considering their particular characteristics and retelling

Discussing word meanings, linking new meanings to those already known

Participate in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say

Check that reading makes sense and self-correct

Drawing on what they already know and background info and vocabulary provided by the teacher

Check that the text makes sense, discussing understanding and explaining meaning of words in context

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Read books that are structured in different ways and for a range of purposes

Use dictionaries to check the meaning of words they have read

Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

'Read Accurately' objectives taught through Phonics/Guided Reading program

Seahorses Y2/3 Teaching of Writing Progression

Milestone 1 Objectives Milestone 2 Objectives Milestone 1 & 2 Objectives

Bullet points show where objectives should be specifically taught. They may already have been encountered and used in previous writing and will continue to be used in following writing.

Objectives in bold appear in NC but not in Milestones.

	Autumn Near and Far	Spring Mummies Myths and Legends	Summer Survival of the Fittest
Narrative	<p>2.Stories set in places pupils have been (KS1&2): sound walk around Fritwell</p> <ul style="list-style-type: none"> Sequence sentences to form clear narratives Use techniques that authors use to develop character and setting <p>6.Stories that mimic significant authors (KS1): animal adventure</p> <ul style="list-style-type: none"> Use characteristic features of the type of writing Use nouns and pronouns for variety 	<p>1.Stories of mystery and suspense (KS2): narrative for the pictures of entering the tomb</p> <ul style="list-style-type: none"> Discuss writing with teacher and other pupils Progressively build a rich and varied vocabulary and an increasing range of sentence structures Write sentences that include direct speech Use and punctuate direct speech <p>3.Stories that use the language of fairy/traditional tales (KS1): Alternative Cinderella</p> <ul style="list-style-type: none"> Use familiar punctuation (full stops, capitals, exclamation and question marks) Use the possessive apostrophe accurately in words with regular plurals and irregular plurals Write sentences that include adverbials 	<p>1.Stories with imaginary settings (KS1) / Stories that contain mythical or historical characters or events (KS2): expanding on Sunny's experiences in the postcards</p> <ul style="list-style-type: none"> Use commas after fronted adverbials Propose changes to grammar and vocabulary to improve consistency <p>4.Stories of adventure (KS2): in the forest with the min-pins</p> <ul style="list-style-type: none"> Vary the way sentences begin Use connectives that signal time, shift attention, inject suspense and shift the setting Use a mixture of simple, compound and complex sentences Write sentences that include conjunctions and use clauses
Non-fiction	<p>1a,Labels, lists and captions (KS1): getting to know you</p> <ul style="list-style-type: none"> Say first then write to tell others about ideas 	<p>2.Instructions (KS1&2): how to make a world</p> <ul style="list-style-type: none"> Write for a variety of purposes 	<p>2.Present Information (KS1) / Write persuasively (KS2): persuading Sunny to visit a different biome</p> <ul style="list-style-type: none"> Re-read writing to check it makes sense

	<ul style="list-style-type: none"> • Use the names of people, places and things • Begin to use capital letters for proper nouns • Use well-chosen adjectives to add detail • Use extended noun phrases to describe and specify • Use commas for lists <p>1.bNon-chronological reports (KS1&KS2): getting to know you</p> <ul style="list-style-type: none"> • Plan by talking about ideas then making notes • Organise writing in line with its purpose • Group related information • Use organisational devices such as headings and subheadings • Organise paragraphs around a theme <p>4.Recounts (KS1&2): Diary recount in role as a soldier</p> <ul style="list-style-type: none"> • Use co-ordination • Join sentences with conjunctions and connectives • Sequence paragraphs <p>5.Recounts (KS1&2): Diary recount in role as an explorer</p> <ul style="list-style-type: none"> • Use subordination 	<ul style="list-style-type: none"> • Use sentences with different forms, eg statement, question, exclamation, command • Use adverbs for extra detail • Use the correct tenses • Use present and past tense, including progressive forms • Use perfect verb forms to make relationships of time and cause <p>4.Glossaries (KS1) / Explanations (KS2): how to make a mummy / build a pyramid</p> <ul style="list-style-type: none"> • Write, review and improve • Convey ideas sentence by sentence • Name letters of the alphabet in order • Use some features of standard written English 	<ul style="list-style-type: none"> • Write about more than one idea • Read aloud writing clearly enough to be heard by peers and the teacher • Use a range of descriptive phrases, including some collective nouns <p>3. Journalistic Writing: about Little Bear's experiences</p> <ul style="list-style-type: none"> • Write so other people can understand the meaning of sentences
Poetry	<p>3.Haiku or cinquain (KS2): Harvest poems</p>	<p>(World Poetry Day) Poems that use pattern, rhyme and description (KS1) / Poems that convey an image (KS2)</p> <ul style="list-style-type: none"> • Use alliteration effectively • Use similes effectively 	

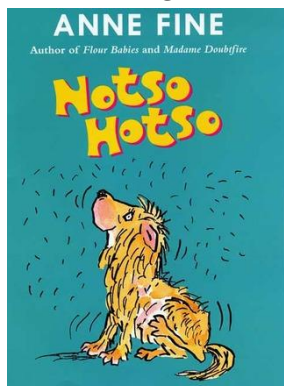
Handwriting and Spelling Objectives	<ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly • Begin to form lower case letters correctly • Form capital letters • Form digits 0-9 • Leave spaces between words • Understand letters that are formed in similar ways • Form lower-case letters of a consistent size • Use spacing between words that reflects the size of letters • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately. 	<ul style="list-style-type: none"> • Use letter names to describe spellings • Spell words containing 40+ learned phonemes, segmenting into phonemes, represented by correct graphemes • Spell common exception words • Add prefixes and suffixes • Spell contractions • Use possessive singular apostrophe • Use spelling rules • Use prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell correctly often misspelt words. • Use the first 2/3 letters to check spelling in a dictionary • Write sentences dictated by the teacher.
Ongoing Objectives	<ul style="list-style-type: none"> • Begin to punctuate using capital letters for the name of people, places, the days of the week and I • Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contractions) • Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, verb, tense, adjective, noun, suffix, apostrophe, comma 	<ul style="list-style-type: none"> • Write sentences that include: conjunctions, adverbs, direct speech, <u>are punctuated correctly</u>, use clauses and adverbial phrases • Use and understand grammatical terminology when discussing writing and reading <p>Year 3: word family, conjunction, adverb, preposition, direct, speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing • Proof read for spelling and punctuation errors

Sticklebacks Y1/2 Long Term Overview 2022-23

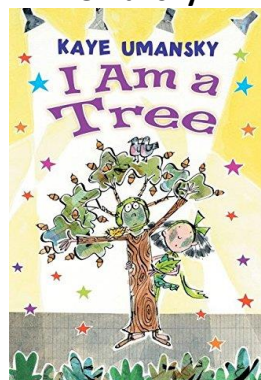
Autumn 1 Famous Faces	Autumn 2 Famous Faces	Spring 1 Food Glorious Food	Spring 2 Food Glorious Food	Summer 1 Into the Wild	Summer 2 Into the Wild
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: <i>Can I build another me</i> by Shinsuke Yoshitake</p>  <p>Outcome: Label a body map / Talk about family / Using I and proper nouns</p> <p>Text: <i>Wangari Maathai's Tree of Peace</i> by Jeanette Winter</p>  <p>Outcome: Narrative re-telling of Wangari Maathai / captions</p>	<p>Text: <i>Little People Big Dreams: Greta Thunberg</i> Text: <i>Greta and the Giants</i></p>  <p>Outcome: Stories set in the forest - places children have been</p> <p>Text: <i>We're Going on a Bear Hunt!</i> Michael Rosen</p>  <p>Outcome: Narrative that mimics significant authors</p>	<p>Text: <i>Oliver's Milkshake</i> by Vivian French plus recipes and food packets</p>  <p>Outcome: Instructions</p> <p>Text: <i>Goldilocks and the Three Bears</i></p> <p>Outcome: Stories using the language of traditional tales</p>	<p>Text: <i>Yum Yum: a book about food chains</i> by Mick Manning</p>  <p>Outcome: Present info - sequencing with sentences Outcome: glossaries</p> <p>Text: <i>Tasty Poems</i> by Jill Bennett</p>  <p>Outcome: Poems - imitation for different foods</p>	<p>Text: <i>Tidy</i> by Emily Gravett</p>  <p>Outcome: Re-telling badger's story</p> <p>Text: <i>After the Storm, Percy the Park Keeper</i> Text: <i>I love Owls / I love Spiders</i></p>  <p>Outcome: Non-chronological report on school grounds / local habitats</p>	<p>Text: <i>The Moonlight Zoo</i> by Maudie Powell</p>  <p>Outcome: Stories set in imaginary places</p> <p>Experience: Wild life park visit Outcome: Diary recount of visiting the wildlife park</p> <p>Text: <i>Nonsense</i> by Edward Lear AND <i>The Lost Words</i> by Robert Macfarlane</p>  <p>Outcome: Nonsense and humorous animal poems</p>

Read Aloud Novels

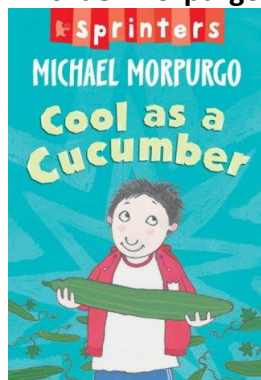
Not So Hot So by Anne Fine



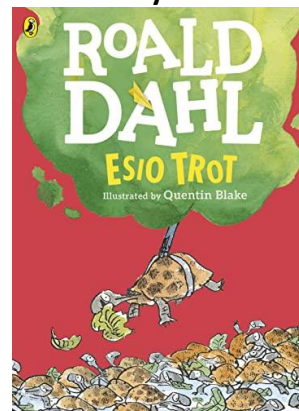
I am a Tree by Kaye Umansky



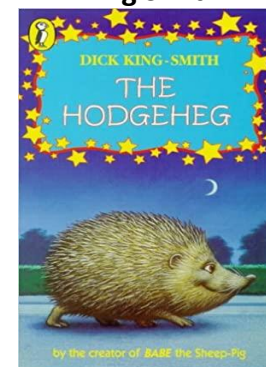
Cool as a Cucumber by Michael Morpurgo



Esio Trot by Roald Dahl



The Hodgehog by Dick King Smith

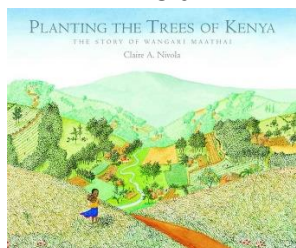


The Boy who Grew Dragons by Andy Shepherd

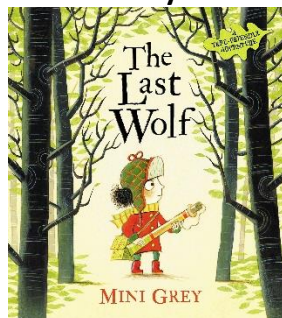


Curriculum linked books for read aloud and book corner

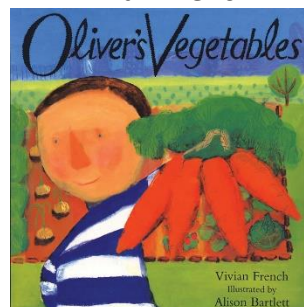
Planting the Trees of Kenya by Claire A Nivola



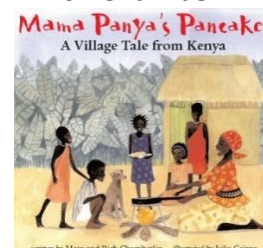
The Last Wolf by Mini Grey



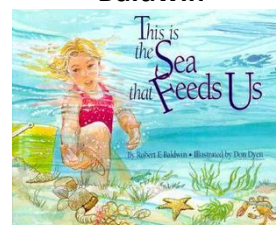
Oliver's Vegetables / Oliver's Fruit Salad by Vivian French



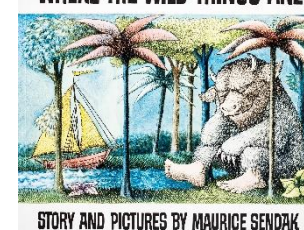
Mama Panya's Pancakes by Mary and Rich Chamberlin



This is the Sea that Feeds Us by Robert Baldwin

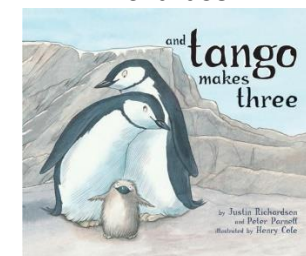


Where the Wild Things Are by Maurice Sendak



Jack and the Beanstalk

And Tango Makes Three by Justin Richardson



Sticklebacks Y1/2 Teaching of Reading Overview 2022-23

Bullet points show where objectives should be specifically taught. They may already have been encountered and used in previous reading and will continue to be used in following reading. Objectives in bold appear in NC but not in Milestones.

Autumn 1 Famous Faces	Autumn 2 Famous Faces	Spring 1 Food Glorious Food	Spring 2 Food Glorious Food	Summer 1 Into the Wild	Summer 2 Into the Wild
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: <i>Can I build another me</i> by Shinsuke Yoshitake -Explain and discuss understanding of texts</p> <p>Text: <i>Wangari Maathai's Tree of Peace</i> by Jeanette Winter -Make inferences on the basis of what is being said and done</p>	<p>Text: <i>Little People Big Dreams: Greta Thunberg</i> Text: <i>Greta and the Giants</i> -Discuss favourite words and phrases -Y1&2 Draw on what they already know or on background info and vocab provided by the teacher</p> <p>Text: <i>We're Going on a Bear Hunt!</i> By Michael Rosen -Read words with contractions -Recognise and join in with (including role play) recurring language</p>	<p>Text: <i>Oliver's Milkshake</i> by Vivian French plus recipes and food packets -Link reading to own experiences and other books</p> <p>Text: <i>Goldilocks and the Three Bears?</i> -Read words containing taught GPCs -s -es -ing -ed -er -est -Read words containing common suffixes -Y2 Discuss the sequences of events</p>	<p>Text: <i>Yum Yum: a book about food chains</i> by Mick Manning -Ask and answer questions about texts -Y2 Discuss and clarify meanings of words, linking new meanings to known vocabulary</p> <p>Text: <i>Tasty Poems</i> by Jill Bennett -Join in with stories and poems</p>	<p>Text: <i>Tidy</i> by Emily Gravett -Infer what characters are like from actions -Predict events on the basis of what has been read so far</p> <p>Text: <i>After the Storm, Percy the Park Keeper</i> Text: <i>I love Owls / I love Spiders</i> -Discuss events -Y2 Discuss how items of info are related -Y2 Become introduced to n-f books that are structured in different ways</p>	<p>Text: <i>The Moonlight Zoo</i> by Maudie Powell -Discuss the significance of the title and events</p> <p>Text: <i>Nonsense</i> by Edward Lear AND <i>The Lost Words</i> by Robert Macfarlane -Y1 Learning to appreciate rhymes and poems, and to recite some by heart -Y2 Build repertoire of poems known by heart, appreciating and reciting with intonation to make meaning clear</p>

Ongoing:

Y1&2 Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Y1 Become very familiar with key stories and traditional tales, re-telling them and considering their particular characteristics (Y2 and retelling)

Y1&2 Discussing word meanings, linking new meanings to those already known

Y2 participate in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say

All Word Reading objectives covered in RWI Phonics programme

Sticklebacks Y1/2 Teaching of Writing Progression 2022-23

Bullet points show where objectives should be specifically taught. They may already have been encountered and used in previous writing and will continue to be used in following writing.

Objectives in bold appear in NC but not in Milestones.

	Autumn Famous Faces	Spring Food Glorious Food	Summer Into the Wild
Narrative	<p>3. Stories set in places pupils have been: The Forest</p> <ul style="list-style-type: none"> To use familiar punctuation (full stops, capitals, exclamation and question marks) Use extended noun phrases to describe and specify <p>4. Stories that mimic significant authors: Going on a SOMETHING hunt</p> <ul style="list-style-type: none"> Read aloud writing with some intonation Use sentences with different forms, eg statement, question, exclamation, command Use present tense, including progressive forms Use apostrophes for contractions (we're / it's / I'm) 	<p>2. Stories and plays that use the language of fairy/traditional tales</p> <ul style="list-style-type: none"> Sequence sentences to form clear narratives Use co-ordination 	<p>1. Narrative re-telling: Badger's Story</p> <ul style="list-style-type: none"> Write, review and improve Use subordination (when, if, that, because) <p>3. Stories with imaginary settings</p> <ul style="list-style-type: none"> Vary the way sentences begin Use adverbs for extra detail

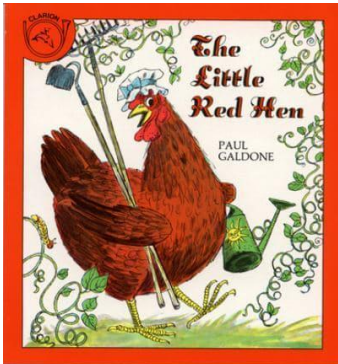
Non-fiction	<p>1. Write labels, lists and captions: label a body map and write about family</p> <ul style="list-style-type: none"> • Say first then write to tell others about ideas • Begin to use capital letters for proper nouns • Write capital letters of a consistent size (including I) • Use commas for lists <p>2. Narrative diaries: Re-telling of Wangari Maathai (with captions)</p> <ul style="list-style-type: none"> • Write narratives about personal experience and those of others • Use the names of people, places and things • Use nouns and pronouns for variety • Use 'and' to join words and sentences 	<p>1. Write instructions: for DT product</p> <ul style="list-style-type: none"> • Use characteristic features of the type of writing • Convey ideas sentence by sentence • Join sentences with conjunctions and connectives <p>3a. Present information: Food Chains</p> <ul style="list-style-type: none"> • Write about more than one idea • Write so other people can understand the meaning of sentences <p>3b. Write glossaries: Food Chains</p> <ul style="list-style-type: none"> • Name letters of the alphabet in order • Re-read writing to check it makes sense 	<p>2. Non-chronological report: school grounds habitats</p> <ul style="list-style-type: none"> • Organise writing in line with its purpose • Group related information • Use some features of standard written English <p>4. Write recounts: Wildlife Park Visit</p> <ul style="list-style-type: none"> • Write about real events • Use past tense, including progressive forms
Poetry		<p>(World Poetry Day)</p> <p>4. Write poems that use pattern, rhyme and description: Food Poem</p> <ul style="list-style-type: none"> • Plan by talking about ideas and making notes • Use well-chosen adjectives to add detail 	<p>5. Write nonsense and humorous poems and limericks: about animals</p> <ul style="list-style-type: none"> • Distinguish between homophones and near homophones

Handwriting and Spelling Objectives	<ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly • Begin to form lower case letters correctly • Form capital letters • Form digits 0-9 • Leave spaces between words • Understand letters that are formed in similar ways • Form lower-case letters of a consistent size • Use spacing between words that reflects the size of letters 	<ul style="list-style-type: none"> • Spell common exception words • Use letter names to describe spellings • Spell words containing 40+ learned phonemes, segmenting into phonemes, represented by correct graphemes • Add prefixes and suffixes • Spell contractions • Use possessive singular apostrophe
Ongoing Objectives	<ul style="list-style-type: none"> • Write simple sentences dictated by the teacher • Begin to punctuate using capital letters for the name of people, places, the days of the week and I • Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contractions) • Discuss writing with teacher and other pupils • Use and understand grammatical terminology in discussing writing • Write for a variety of purposes • Use the correct tenses • Read aloud writing clearly enough to be hear by peers and the teacher. • Proof reading to check for errors in spelling, grammar and punctuation 	

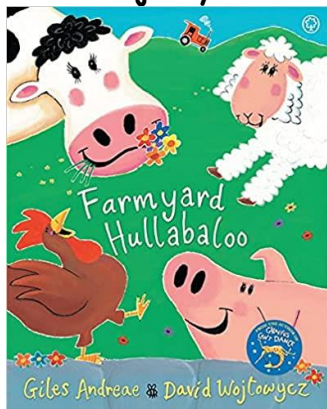
Tiddlers and Minnows Long Term English Overview 2022-23

Autumn 1 Farm and Park	Autumn 2 Light and Dark	Spring 1 Pets	Spring 2 Dinosaurs	Summer 1 Knights and Castles	Summer 2 Under the Sea
<p><i>What the Ladybird Heard</i> by Julia Donaldson</p>  <p><i>Rosie's Walk</i> by Pat Hutchins</p> 	<p><i>Night Monkey, Day Monkey</i> by Julia Donaldson</p>  <p><i>Unplugged</i> by Steve Antony</p> 	<p><i>I want a pet</i> by Lauren Child</p>  <p><i>The Great Pet Sale</i> by Mick Inkpen</p> 	<p><i>Dear Dinosaur</i> by Chae Strathie</p>  <p><i>Tyrannosaurus Drip</i> by Julia Donaldson</p> 	<p><i>The very last castle</i> by Travis Jonker</p>  <p><i>The Knight who wouldn't Fight</i> by Helen Docherty</p> 	<p><i>Sharing a Shell</i> by Julia Donaldson</p>  <p><i>Somebody Swallowed Stanley</i> by Sarah Roberts</p> 

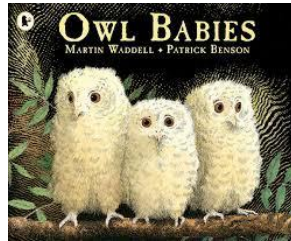
The Little Red Hen by Paul Galdone



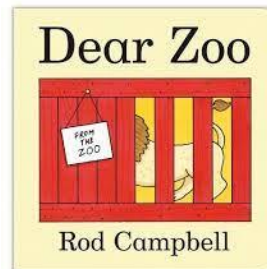
Farmyard Hullabaloo by Giles Andreae and David Wojtowycz



Owl Babies by Martin Waddell



Dear Zoo by Rod Campbell



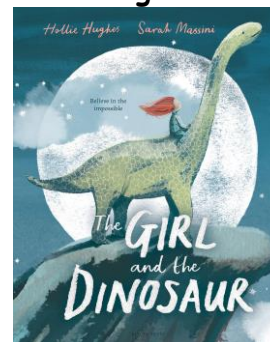
Some Pets by Angela DiTerlizzi



A girl called Mary by GD Waters

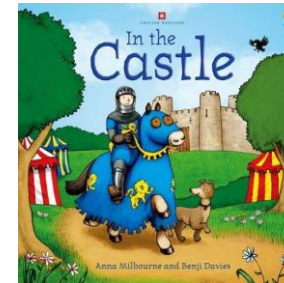


The girl and the Dinosaur by Hollie Hughes

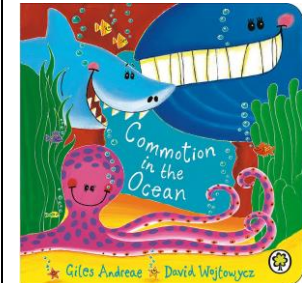


Non-fiction books about dinosaurs

Cinderella In the castle by Anna Milbourne



Commotion in the ocean by Giles Andreae



What a waste by Jess French

