Crawfords Long Term Plan: Topics & Schemes Cycle A

CYCLE A	Class 1 (One Cycle) Reception	Class 2 Year 1/2	Class 3 Year 3/4	Class 4 Year 5/6
Art & Design Kapow (Exc. Reception)	Covered under: ***Expressive Arts & Design (ELGs: Creating with Materials; Being Imaginative & Expressive) via continuous/enhanced provision.*** **Aut 1 (Marvellous Me!):** Self-portraits, primary color mixing, and mark-making. **Aut 2 (Look at Us Glow!):** Sparkly firework art, festive cards, and post office props. **Spr 1 (Our Wonderful World!):** Ice watercolor painting, polar clay animals, and junk-model vehicles. **Spr 2 (Ready, Steady... Grow!):** Clay minibeasts, flower sketches, and vegetable printing. **Sum 1 (Let's Set Sail!):** Sea creature sculptures, boat building, and shell printing.	**Drawing: Exploring lines and shapes** **Craft and design:** Woven wonders Judith Scott **Painting and mixed media:** Life in colour Romare Bearden	**Aut 1 - Painting and mixed media:** **Exploring texture with paint and collage.** **Spr 1 Craft and design:** **Ancient Egyptian scrolls** **Sum 1 Drawing:** Growing artists Georgia O'Keefe	**Drawing:** I need space Teis Albers **Sculpture and 3D:** Making memories **Painting and mixed media:** Artist study

	Sum 2 (Life is an Adventure): Collaborative journey murals, memory scrapbooks, and rocket modeling. **All Terms:** 4-Weekly Greg Bottrill Drawing Club structure. Children draw pictures linked to weekly texts, write passwords (letters, CVC/CCVC words, captions), and write number codes.			
Computing Teach Computing	Non-statutory however integrated through interactive technology, cause-and-effect tools, and Beebot floor robots.	**Aut 1 -Computer Systems and networks** - Technology around us (1) **Aut 2- Creating media** - Digital painting (1) **Spr 1 -Programming A** -Moving a robot (1) **Spr 2 Data and information** - Grouping data (1) **Sum 1 -Creating Media** - Digital Writing **Sum 2-Programming B** -Animation(1)	**Aut 1 Computer Systems and Networks (3)** **Aut 2 Programming A -** Sequence in Music (3) **Spr 1 Creating Media** Stop Frame Animation (3) **Spr 2Creating Media** - Desktop publishing (3) **Sum 1Programming B** - Events and actions (3) **Sum 2Data Logging** (4)	**Aut 1 - Computer Systems and networks** - Systems and searching **Aut 2 - Creating Media** - Video editing **Spr 1 - Programming A** - Vector Drawing **Spr 2 -Data and Information** - Flat file Databases **Sum 1 - Creating Media** - Introduction to vector graphics **Sum 2 - Programming B** - Selection of Quizzes

Design & Technology Kapow (Exc. Reception)	Covered under: ***Expressive Arts & Design (ELG: Creating with Materials) and Physical Development (ELG: Fine Motor Skills) via continuous/enhanced provision.*** **Aut 1 (Marvellous Me!):** Structures: Junk-model houses, rooms, and Home Corner prop making. **Aut 2 (Look at Us Glow!):** Seasonal Projects: exploring different materials to create firework patterns, festive card making, and Post Office role-play crafts. **Spr 1 (Our Wonderful World!):** Structures: Constructing functional transport vehicles from recycled materials. **Spr 2 (Ready, Steady... Grow!):** Cooking & Nutrition: Healthy vegetable snack prep, plant tasting, and fruit salad making. **Sum 1 (Let's Set Sail!):** Structures: Functional boat building and floating test experiments. **Sum 2 (Life is an Adventure)**: Textiles: Ribbon weaving, bookmark making, and joining techniques.	**Structures -** Stable structures - Cycle A **Textiles -** Simple stitches - Cycle A **Cooking**- smoothies - Cycle A	**Aut 2 - Mechanisms** - pneumatic Toys - Cycle A **Spr 2 - Structures** Helmets - Cycle B **Sum 2 - Mechanical systems** Mechanical cars - Cycle B	**Aut - Electrical systems -** wobble bots - Cycle A **Spr 2-Structures -** Bridges - Cycle A **Sum 2-Mechanisms** - pulleys and gears Cycle A

Geography Kapow (Exc. Reception)	**Covered under: *Understanding the World (ELGs: Past & Present; People, Culture & Communities).*** **How it is taught: Dedicated 2x weekly topic sessions and continuous/enhanced provision.** **Aut 1 (Marvellous Me!):** Mapping our classroom and home environments. **Aut 2 (Look at Us Glow!):** Global celebrations (Diwali, Hanukkah) and autumn weather. **Spr 1 (Our Wonderful World!):** People who help us and hot vs. cold climates. **Spr 2 (Ready, Steady... Grow!):** Farm maps and physical land features. **Sum 1 (Let's Set Sail!):** Island maps and simple compass directions. **Sum 2 (Life is an Adventure):** Global habitats (jungles, deserts, forests).	**Aut 2** - Where am I? (Cycle B) **Spr 2** - What can you see at the coast? (Cycle A) **Sum 2** - What is it like to live in Shanghai (India)? (Cycle B)	**Aut 2 -**Why do people live near volcanoes? **Spr 2 -** Why are rainforests important to us? **Sum 2** Where does our food come from?	**Aut 2 -** What is it like to live in the Alps? **Spr 2 -**Would you like to live in the desert? **Sum -**Where does our energy come from?
History Kapow (Exc. Reception)	**Covered under: *Understanding the World (ELGs: Past & Present; People, Culture & Communities).*** **How it is taught: Dedicated 2x weekly topic sessions and continuous/enhanced provision.** **Aut 1 (Marvellous Me!):** Personal timelines and baby photos. **Aut 2 (Look at Us Glow!):**Christmas past vs. present.	**Aut 1** - How am I making history? **Spr 1** - How have toys changed? **Sum 1** - How did we learn to fly?	**Aut 1-** Would you prefer to live in the Stone, Bronze or Iron Age? **Spr 1** What was important to Ancient Egyptians (This is from KAPOW Cycle B) **Sum 1** How hard was it to invade and settle in Britain?	**Aut 1** - Were the Vikings raiders, traders or something else? **Spr 1** - What was life like in Tudor England? **Sum 1** - What was the impact of World War 2 on the people of Britain?

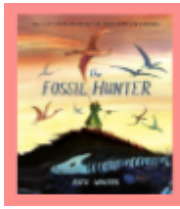
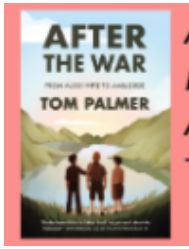
	Spr 1 (Our Wonderful World!): Transport through time. **Spr 2 (Ready, Steady... Grow!):** Farming long ago. **Sum 1 (Let's Set Sail!):** Seaside holidays past vs. present. **Sum 2 (Life is an Adventure):** My Reception journey.			
French Kapow	N/A	N/A	**Aut 1 -**French greetings with puppets **Aut 2-**French adjectives of colour, size and shape **Spr 1-** Playground games - numbers and age **Spr 2** -In a French classroom **Sum 1-**Bon appetit **Sum 2** -Shopping for French food	**Aut 1** - Portraits - Describing in French **Aut 2** - Meet my French family **Spr 1** - Clothes - Getting dressed in France **Spr 2** - French Weather **Sum 1** - Exploring the French Speaking world **Sum 2** - Planning a French holiday
Music Kapow	Covered under: ***Expressive Arts & Design (ELG: Being Imaginative & Expressive) via daily singing, Drawing Club storytelling, and***	**Aut 1 - Snail and mouse**- Tempo (A) **Aut 2 - Superheroes** - Pitch	**Aut 1-Developing singing techniques -** Vikings **Aut 2-Creating compositions**	**Aut 1 - Theme and variations** (Theme: Pop Art) (A)

(Exc. Reception)	***continuous/enhanced provision.*** **Aut 1 (Marvellous Me!):** Environmental sounds, body percussion, and initial sound matching. **Aut 2 (Look at Us Glow!):** Vocal expression, loud/quiet firework soundscapes, and festive performance singing. **Spr 1 (Our Wonderful World!):** Musical storytelling, tapping simple beats to texts, and instrument exploration. **Spr 2 (Ready, Steady... Grow!):** Fast/slow tempo, high/low pitch games, and vocal sound effects for plant/animal life cycles. **Sum 1 (Let's Set Sail!):** Ocean/water soundscapes, traditional sea shanties, and keeping a steady rhythm. **Sum 2 (Life is an Adventure):** Big Band instrument play, dynamic control (forte/piano), and transition performance songs.	(A) **Spr 1 - Instruments** - Musical storytelling (A) S**pr 2 - On this Island** - Singing (A) **Sum 1 - Musical me** - Pitch (A) **Sum 2 -Dynamics** - Seaside (B)	**in response to an animation** (Theme: Mountains) **Spr 1- Jazz** **Spr 2 -Body and tuned percussion** (Theme: rainforests) **Sum 1- Caribbean** (Instrumental lessons) **Sum 2- Singing:** Ballads	**Aut 2** - Film Music (A) **Spr 1 - Composition**: to represent the festival of colour (Theme: Holi festival) (B) **Spr 2** Musical Theatre (A) **Sum 1 - Singing:** Songs of World War 2 (A) **Sum 2** - Composition and performing a leavers song (A)
PE Get Set for PE	**Covered under: *Physical Development (ELGs: Gross Motor Skills; Fine Motor Skills).*** **How it is taught: Weekly PE sessions, outdoor play and via continuous/enhanced provision.** **Aut 1:** *PE:* Fundamentals (spacing, travel, balance). *Fine Motor:* Dough Disco, bead threading, pencil grip.	**Aut 1 -** Ball skills **Aut 2 -** Gymnastics **Spr 1 -** Invasion Games **Spr 2 -** Team building games **Sum 1 -** Sports Day Practise **Sum 2 -** Striking and fielding games	**Aut 1** - Hockey , Football **Aut 2** - Gymnastic **Spr 1** - Invasion games - Netball/Tag rugby **Spr 2** - OAA **Sum 1** -Athlectics and Swimming **Sum 2** - Cricket, Rounders,	**Aut 1** - Football, Tag Rugby **Aut 2** - Gymnastics **Spr 1** - Invasion games - Basketball and Netball **Spr 2** - OAA **Sum 1** - Athletics **Sum 2** - Cricket, Rounders, Tennis

	Aut 2: *PE:* Ball skills (rolling, catching, kicking). *Fine Motor:* Pen Disco, scissor control. **Spr 1:** *PE:* Dance (rhythm and movement sequences). *Fine Motor:* Pipettes, elastic bands, cutting lines. **Spr 2:** *PE:* Gymnastics (balances, shapes, safe climbing). *Fine Motor:* Seed sorting, tweezing, tripod grip. **Sum 1:** *PE:* Athletics (Sports Day prep, agility, running). *Fine Motor:* Ribbon weaving and paperclips. **Sum 2:** *PE:* Multi-skills (team games, target throwing). *Fine Motor:* Yarn threading and fluid letter formation.		Tennis	
PSHE Kapow Cycle A	Covered under: ***Personal, Social & Emotional Development (ELGs: Self-Regulation; Managing Self; Building Relationships) via Kapow Primary syllabus.*** **How it is taught: Dedicated weekly PSHE sessions and via continuous/enhanced provision.** **Aut 1 (Marvellous Me!):** Self-Regulation: My Feelings (Class rules, routines, naming emotions). **Aut 2 (Look at Us Glow!):** Building Relationships: Special Relationships (Turn-taking, making friends, sharing).	**Aut 1** - Connecting with others - How can I help myself and others feel happy and safe **Aut 2** - The online world - How do we spend time online? **Spr 1** - Health production - How can I protect myself and others in daily life **Spr 2**-Stay safe - How can I	**Aut 1** - Connecting with others **Aut 2** -The Online world, how we should communicate with online **Spr 1**- Citizenship - what careers do people choose and why **Spr 2**-Staying safe: What signs help me recognise what is safe or unsafe	**Aut 1** - Connecting with others - Why are healthy relationships important? **Aut 2** - The online world - How am I influenced by what I see online? **Spr 1** - Citizenship - How can we be in control of our money? **Spr 2** - Connecting with others - What does it mean

	Spr 1 (Our Wonderful World!): Managing Self: Taking on Challenges (Trying new activities, building resilience). **Spr 2 (Ready, Steady... Grow!):** Self-Regulation: Listening and Following Instructions (Healthy habits, dental hygiene, self-care). **Sum 1 (Let's Set Sail!):** Building Relationships: My Family and Friends (Resolving conflicts independently, empathy). **Sum 2 (Life is an Adventure):** Managing Self: My Wellbeing (Year 1 transition readiness, celebrating growth).	stay safe? **Sum 1** - Connecting with others - How can I build safe, kind and caring relationships with others. **Sum 2** - The online world - How can we stay safe online	**Sum 1**- Connecting with others - How can we respect each other **Sum 2** - The online world - How can we decide what to trust online?	to stand up for myself and others? **Sum 1** - The Online world - How do I feel about the things I see online? **Sum 2** - Staying safe - How can I stay safe as I grow up?
RE Emmanuel Project	**Covered under: *Understanding the World (ELG: People, Culture & Communities) via Emmanuel Project.* How it is taught: Dedicated weekly RE sessions and via continuous/enhanced provision.** **Aut 1:** *Creation:* Why is the word 'God' so important to Christians? **Aut 2:** *Incarnation:* Why do Christians perform a Nativity play at Christmas? - Incarnation- Why do Christians perform nativity? Incl. a Muslim story **Spr 1:** *Incarnation:* What makes every	**Aut 1 - Jewish**: mitzvot - Why is learning to do good deeds important to Jewish families? **Link mitzvot to Harvest and collect for the food bank.** **Aut 2 - Christian**: church - Why is belonging to God and the church family important for Christians?	**Aut 1-Christianity**: How do Christians show that reconciliation with God and others is important? **Aut 2 - Islam:** How does a Muslim show their submission and obedience to Allah? **Spr 1- Hinduism**: Why do Hindus want to collect good karma?	**Aut 1 - Christianity:** Why is the gospel such good news for Christians? **Aut 2 - Hinduism -** What spiritual pathways to moksha are written about in Hindu scriptures? **Spr 1- Christianity -** How do

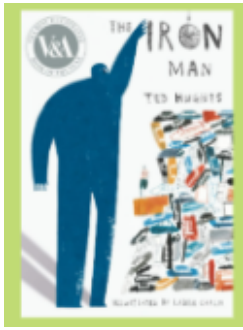
	single person unique and precious? - Incarnation- What makes every single person unique and precious? Incl. Hindu festival **Spr 2:** *Salvation:* Why do Christians put a cross in an Easter garden? - Salvation- Why do Chrsitians put a cross in an Easter garden? Incl. a Buddhist story **Sum 1:** *Salvation:* How can we help others when they need it?)- Salvation- How can we help others when they need it? Incl. a Sikh story **Sum 2:** *Creation:* How can we care for our wonderful world?	**Spr 1 - Christian:** Resurrection What are the best symbols of Jesus' death and resurrection at Easter? **Attend and be part of the Easter school service.** **Spr 2 - Hindu:** devotion How does a Hindu celebrate devotion to a deity at the festival of Holi? **Celebrate Holi** **Sum 1 - Christianity -** What did Jesus teach about God in his parables. **Sum 2 - Christian:** worship Why do Christians pray to God and worship him?	**Spr 2- Christianity:** Is the cross a symbol of love, sacrifice or commitment for Christians? **Sum 1 - Christianity**: What do Christians mean when they talk about the Kingdom of God? **Sum 2 - Judaism:** What symbols and stories help Jewish people remember their covenant with God?	Christians try to capture the mystery of God as the Trinity? **Spr 2 -Christianity** - Why do Christians think that being a pilgrim is a good analogy for life. **Sum 1 - Christianity:** What is the great significance of the Eucharist for Christians? **Sum 2 Buddhism:** How did Buddha teach his followers to find enlightenment?
Reading - Literacy Tree Leaves (Exc. Reception)	**Covered under:** Communication and Language (ELGs: Listening, Attention & Understanding; Speaking) and Comprehension via daily storytimes, shared reading, and phonics sessions. **How it is taught:** Daily *Little Wandle* systematic synthetic phonics sessions, shared reading of core texts, 4-weekly	**Aut - Reading groups and additional phonics and dictation lessons in readiness for Reading Comprehension.**	**Autumn**  *The Wild Robot* Peter Brown	**Autumn**  *The Explorer* Katherine Rundell

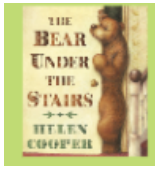
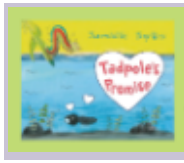
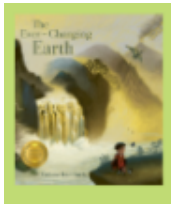
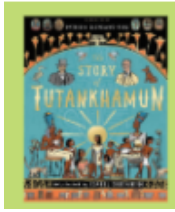
	Drawing Club vocabulary enrichment, and continuous provision story areas. **Please note:** While core texts are mapped across the year to ensure a broad and balanced curriculum, book choices and supplementary titles remain flexible and may be adapted or changed responsively based on the children's emerging interests, developmental needs, and class inquiries. **Aut 1 (Marvellous Me!):** Focus on wordless picture books to build oral storytelling, book handling, environmental sounds, and initial oral blending. Core texts: *The Leaf Thief* by Alice Hemming, *The Colour Monster* by Anna Llenas, *Supertato* by Sue Hendra, *Peace at Last* by Jill Murphy, and *Zog and the Flying Doctors* by Julia Donaldson. **Aut 2 (Look at Us Glow!):** Progression to reading and blending simple CVC words and captions using taught GPCs (*Little Wandle* Phase 2). Core texts: *Sparks in the Sky* (Twinkl), *Room on the Broom* by Julia Donaldson, *Super Duper You* by Sophy Henn (Anti-Bullying focus), *Stick Man* by Julia Donaldson, and *The Jolly Christmas Postman* by Janet & Allan Ahlberg.	**Spring**  ***Fanatical About Frogs*** Owen Davey **Summer**  ***Grimwood*** Nadia Shireen	**Spring**  ***The Fossil Hunter*** Kate Winter **Summer** **New and collected poems for children**  ***New and Collected Poems for Children by Carol-Ann Duffy*** Carol-Ann Duffy **Viking Voyagers**  ***Viking Voyagers*** Jack Tite	**Spring**  ***Cosmic*** Frank Cottrell-Boyce **Sum**  ***After the War: From Auschwitz to Ambleside*** Tom Palmer  ***Poems from the Second World War*** Gaby Morgan

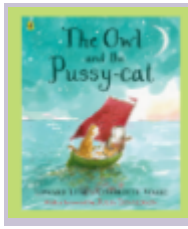
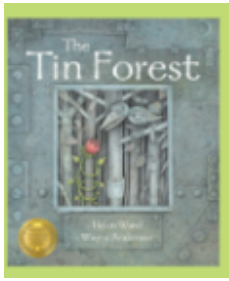
	Spr 1 (Our Wonderful World!): Reading Phase 2/3 words, captions, and simple sentences linked to traditional tales and non-fiction. Core texts: *Lost and Found* by Oliver Jeffers, *The Little Red Hen*, *The Smartest Giant in Town* by Julia Donaldson, *Naughty Bus* by Jan & Jerry Oke, and *Zog* by Julia Donaldson. **Spr 2 (Ready, Steady... Grow!):** Reading stories and non-fiction texts with increased fluency, decoding simple phrases and CVCC/CCVC words. Core texts: *Jack and the Beanstalk*, *The Very Hungry Caterpillar* by Eric Carle, *Oliver's Vegetables* by Vivian French, *What the Ladybird Heard* by Julia Donaldson, and *The Runaway Pea* by Kjartan Poskitt. **Sum 1 (Let's Set Sail!):** Exploring rhyming poetry, nautical vocabulary, and decoding longer sentences. Core texts: *The Night Pirates* by Peter Harris, *The Rainbow Fish* by Marcus Pfister, *Commotion in the Ocean* by Giles Andreae, and *The Snail and the Whale* by Julia Donaldson. **Sum 2 (Life is an Adventure):** Transition reading, reviewing favorite stories, and independent decoding of familiar texts. Core texts: *Where the Wild Things Are* by Maurice Sendak, *We're Going on a Bear Hunt* by Michael Rosen, *The*			

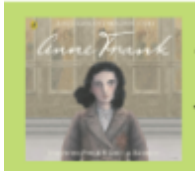
	Journey Home by Frann Preston-Gannon, and *Whatever Next!* by Jill Murphy.			
Science Kapow (Exc. Reception)	**Covered under: Understanding the World (ELGs: Past & Present; People, Culture & Communities; The Natural World)** **How it is taught: Dedicated 2x weekly afternoon topic sessions and via continuous/enhanced provision.** **Aut 1 (Marvellous Me!):** I Am A Scientist: My 5 senses, body parts, and nocturnal vs. diurnal animals. **Aut 2 (Look at Us Glow!):** Seasonal Changes: Autumn weather, falling leaves, seed sorting, and warm clothing properties. **Spr 1 (Our Wonderful World!):** Ice & Freezing: State changes, melting experiments, and polar habitats. **Spr 2 (Ready, Steady... Grow!):** Life Cycles: Planting beans, flower dissection, butterfly metamorphosis, and chick hatching. **Sum 1 (Let's Set Sail!):** Floating & Sinking: Material density testing and ocean health/marine conservation. **Sum 2 (Life is an Adventure):** Space &	**Aut 1 - Animals including humans** - sensitive bodies (B) **Aut 2 - Forces and space** - Seasonal Changes (A) **Spr 1 - Living things** - Habitats (A) **Spr 2 - Animals including humans** - Life cycles and health (A) Sum 1 - **Plants** - Plant growth (A) Sum 2 - **Making connections** - Ocean protectors (A)	**Aut 1 - Rocks and Soils** (A) **Aut 2 - Forces and space** (B) **Spr 1 - Electricity** Yr 4 (A) **Spr 2 - Energy -** Sound and vibrations. (B) **Sum 1 - Making Connections** -How does wind force affect seed dispersal (B) **Summer 2 - Energy** - Light and shadows	**Aut 1 Force and space -** Earth and space (A) **Aut 2 Materials -** Mixtures and separation (A) **Spr 1 Materials** - properties and changes (A) **Spr 2 Animals including humans** - circulation and health (A) **Sum 1 Energy** - Light and reflection (A) **Sum 2 Making connections** - How reflective are space blankets (A)

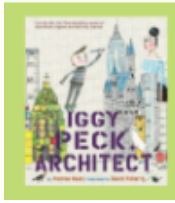
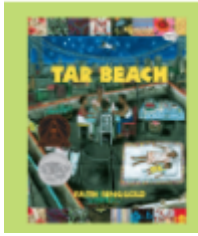
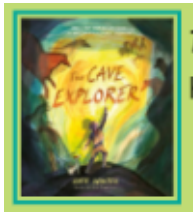
	Forces: Gravity, rocket propulsion, and push/pull forces.			
Maths White Rose	**Covered under: *Mathematics (ELGs: Number; Numerical Patterns).*** **How it is taught: Daily White Rose Maths carpet inputs and continuous maths table provision.** **Aut 1 (Marvellous Me!):** Just Like Me! (Sorting & matching) | It's Me 1, 2, 3! (Subitising & counting 1–3). **Aut 2 (Look at Us Glow!):** Light & Dark (Subitising to 5, 2D shapes & repeating patterns). **Spr 1 (Our Wonderful World!):** Alive in 5! (Composition of 4 & 5) | Growing 6, 7, 8 (Ten-frames & length/mass). **Spr 2 (Ready, Steady… Grow!):** Building 9 & 10 (Counting to 10, 3D shapes & capacity). **Sum 1 (Let's Set Sail!):** To 20 & Beyond! (Numbers past 10) | First, Then, Now (Addition & subtraction). **Sum 2 (Life is an Adventure):** Find My Pattern (Doubling & sharing) | On the Move (Spatial reasoning & mapping).	Place value Addition and Subtraction Shape Multiplication and Division Fractions Money Time Position and direction Length and Height Mass, capacity and temperature	Place value Addition and subtraction Multiplication and division Area Multiplication and division Length and perimeter Fractions Mass and capacity Time Decimals Money Shape Position and direction Statistics	Place value Four operations/fractions Fractions Decimals and percentages Shape Perimeter and area Ratio and algebra Position and direction Shape Position and direction Decimals Statistics

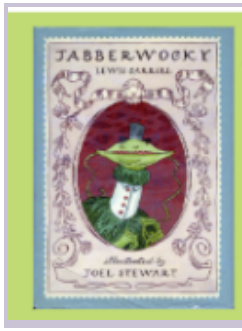
Writing - Literacy Tree (Exc. Reception)	**Covered under:** Literacy (ELGs: Word Reading; Writing; Comprehension). **How it is taught:** Daily *Little Wandle* handwriting and spelling sessions, 4-weekly *Greg Bottrill Drawing Club* framework (drawing pictures linked to weekly texts, writing secret passwords, CVC/CCVC words, captions, and number codes), and writing opportunities embedded across continuous and enhanced provision. **Aut 1 (Marvellous Me!):** Initial focus on gross and fine motor control, mark-making, pre-writing patterns, and introducing name-writing recognition from scratch. Moving from early mark-making on whiteboards to recognising initial letters. **Aut 2 (Look at Us Glow!):** Introduction of segmenting for spelling; children begin attempting to write simple CVC words (e.g., *cat, dog, sun*), writing secret passwords in Drawing Club, creating firework descriptive words, labeling potion ingredients, and writing festive cards and anti-bullying friendship speech bubbles (*Super Duper You*). **Spr 1 (Our Wonderful World!):** Writing independent CVC words, captions, and simple sentences using finger spaces	**Autumn**  *Naughty Bus* Jan Oke **Own adventure story**Letters, diaries, captions, fact file on buses  *The Journey Home* Frann Preston-Gannon **Persuasive letter**Posters, lists, postcards, wanted posters, information report, short stories  *Dear Earth* Isabel Otter and Clara Anganuzzi **Informative leaflet**Future aspirations, a set of instructions, poems, travel blogs/vlogs, persuasive	**Autumn**  *The Iron Man* Ted Hughes **Mystery narrative**Character descriptions, short news report, letter of advice, diary entry, menu (using descriptive devices), logbook entry  *The Last Garden* Rachel Ip **Own version extended narrative**Setting descriptions, advertisement/poster, retelling, instructional flyer, online response, dialogue	**Autumn**  *Curiosity: The Story of a Mars Rover* Markus Motum **Expanded explanation for a new rover**Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report  *The Odyssey* Gillian Cross **Epic adventure story** Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene, postcard, advertisement

	and taught GPCs. Activities include retelling traditional tale elements (*The Little Red Hen*), writing simple captions for the *Naughty Bus*, and creating missing posters. **Spr 2 (Ready, Steady... Grow!):** Writing plant diary observations, vegetable shopping lists (*Oliver's Vegetables*), instruction writing for how to plant a bean, and writing speech bubbles for mini-beast adventures. **Sum 1 (Let's Set Sail!):** Creating pirate adventure maps with labels, writing postcards from holiday destinations, writing descriptive sentences about sea creatures, and sequencing story maps. **Sum 2 (Life is an Adventure):** Writing space adventure logs (*Whatever Next!*), packing lists for journeys, independent sentence writing, and creating a Reception memories scrap-book page with personal sentences.	speeches, letters  *Wolves* Emily Gravett **Non-chronological leaflet**Captions, information writing, letters, warning poster, labels **Spring**  *The Bear Under the Stairs* Helen Cooper **Information text**File of fears entry, letters seeking and giving advice, oral retellings  *Tadpole's Promise* Jeanne Willis **Own version narrative /**	 *Cloud Tea Monkeys* Mal Peet **Non-chronological report**Descriptive passage, writing in role, 'how to' guide (instructions), letter, discussion  *The Ever-Changing Earth* Grahame Baker-Smith **Narrative sequel as a class book**Informal letters, explanatory leaflets, list poems, dictionary of terms, postcard predictions, comparison texts **Spring**  *The Story of Tutankhamun* Patricia Cleveland-Peck	 *Robot Girl* Malorie Blackman **Science-fiction narrative**Discussion / debate, character comparisons, dialogue, email in role, setting description, advice letter, action scene, book review  *Kaspar, Prince of Cats* Michael Morpurgo **Newspaper article**Character descriptions, reports, letters, advertising leaflet, balanced report

		extended explanation Simple explanations, speech bubbles, setting descriptions, thought bubbles  ***Grandad's Camper*** Harry Woodgate **Sequel narrative**Labels, memories poems, interviews, photo album captions, 'Wish you were here' postcards  ***The Owl and the Pussy-cat*** Edward Lear **Rhyming poem**Letters, interviews, lists, instructions	**Biography of Howard Carter**Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters  ***Leon and the Place Between*** Angela McAllister **Own version fantasy narrative**Persuasive poster, performance reviews, setting description, thought bubbles / diary entry, dialogue  ***The Tin Forest*** Helen Ward **Persuasive information leaflet**Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions	**Spring**  ***Firebird*** Saviour Pirotta **Fairytale narrative**Formal letters, retellings, character descriptions  ***Boy in the Tower*** Polly Ho-Yen **Own version narrative (past and present tense)**Warning posters, packing lists, journalistic writing, formal letters, non-chronological reports, narrative retellings

		Summer  *The Dragon Machine* Helen Ward **Own version dragon story**Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role  *The Magic Bed* John Burningham **Own version fantasy story**Setting description, additional scene, description of magical piece of furniture, lists	 *The Heart and the Bottle* Oliver Jeffers **Own version 'dilemma' narrative**Dialogue, postcard, character description, diary entry, poetry, letter of advice **Summer**  *Jim, A Cautionary Tale* Hilaire Belloc & Mini Grey **Narrative poem**Warning poster, warning announcement, alternative ending, performance poetry, letter of apology	 *Stonewall* Rob Sanders and Jamey Christoph **Visitor's guide to the Stonewall Inn National Historic Landmark**Adverts, short news reports, protest banners, writing in role  *The Lost Happy Endings* Carol Ann Duffy **Prequel- alternative perspective**Letter, poetry, passage of direct speech, diary entry, story ending **Summer**  *Anne Frank* Josephine Poole **Newspaper article**Letters,

		 *A Walk in London* Salvatore Rubbino **'A Walk In' guidebook**Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry  *Iggy Peck, Architect* Andrea Beaty **Fact file about famous buildings**Labels, character comparisons, character descriptions, building descriptions, posters	 *The Lion and the Unicorn* Shirley Hughes **Own version historical narrative**Letters, diary entries, character and setting descriptions, non-chronological reports  *Tar Beach* Faith Ringgold **Narrative retelling as a play script**Poetry, setting descriptions, formal letters, dialogue (as a script)	short descriptions, extended diary entries, obituary, optional opinion piece  *The Cave Explorer* Kate Winter **Tourist Leaflet for the Lascaux Caves**Debate, opinion piece (blog post), diary entry, newspaper report, non-chronological report, poetry  *High Rise Mystery* Sharna Jackson **Extended Narrative**Character Description, Police Report, Setting Description, Newspaper Article, Dialogue, Formal Persuasive Letter

			 *Jabberwocky* Lewis Carroll **Nonsense poem**Performance poetry, explanatory descriptions	