Crawfords Long Term Plan: Topics & Schemes Cycle B

CYCLE B	Class 1 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,	**Painting and mixed media:** Colour splash Clarice Cliff **Sculpture and 3D:** Castles (G) **Craft and design** Map it out Josef Alber	**Painting and mixed media:** Light and dark **Sculpture & 3D:** Abstract shape & space **Drawing:** Exploring tone, texture & proportion (Cycle A)	**Painting and mixed media:** portraits VIncent Van Gogh Chila Kumari Singh Burman **Sculpture:** Interactive installation Cai Guo-Qiang; **Drawing:** Make the voice heard Dan Fenelon Leonardo Da Vinci

	and shell printing. **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** - Technology around us (2) **Aut 2 Creating media** - Digital photography (2) **Spr 1 Programming A** - Robot algorithms (2) **Spr 2 Creating Media** - Making music **Sum 1 Data and Information** - Pictograms (2) **Sum 2 Programming B** -	**Aut 1 Computer systems and networks** (4) **Aut 2 Creating Media** - Photo editing (4) **Spr 1 Data & Information** Branching databases (3) **Spr 2 Programming A** Repetition in shapes (4) **Sum 1 Creating Media** Audio Production (4) **Sum 2 Programming B** - Repetition in games (4)	**Aut 1 - Computer systems and networks** - Communication and collaboration (6) **Aut 2 - Creating Media** - Web page creation (5) **Spr 1 - Programming A** - Variables in games (6) **Spr 2 - Data and information -** Introduction to spreadsheets (6) **Sum 1 - Creating Media** - 3D Modelling (6)

		Programming quizzes (2)		**Sum 2 - Programming B** - Sensing movement (6)
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,	**Aut - 2 Cooking and nutrition** - Balanced Diet - Cycle B **Spr 2 - Textiles**- pouches Cycle B **Sum - 2 Mechanisms**- wheels and axles - Cycle A	**Aut 2 - Cooking and nutrition** - Adapting a recipe. Cycle B **Spr 2 - Textiles -** Egyptian collars - Cycle A **Sum 2 -Electrical Systems** - Electrical poster - Cycle A	**Aut 2 - Textiles -** Bags **Spr 2 - Structures -** Play pioneers. **Sum 2 - Cooking and nutrition -** Come dine with me.

	bookmark making, and joining techniques.			
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).	What is it like here? (Cycle A) What is the weather like in the UK? (Cycle A) Would you prefer to live in a hot or cold place? (Cycle B)	Who lives in Antarctica? Are all settlements the same? What are rivers and how are they used?	Why does the population change? Why do oceans matter? Can I carry out an independent fieldwork enquiry?
History Kapow	**Covered under: *Understanding the World (ELGs: Past & Present; People, Culture & Communities).***	How was school different in the past?	How have children's lives changed?	What does the census tell us about our local area?

(Exc. Reception)	**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. **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.	What is a monarch? Gram- Kings, Queens & Castles unit What is history? Coastal?	Why did the Romans invade and settle in Britain? (From KAPOW Cycle A) How did the achievements of the Ancient Maya impact their society and beyond?	Victorians What did the Greeks ever do for us? Who should feature on the £10 note?
Language Kapow	N/A	N/A	**Au1** - This is me **Aut 2** - School days Spr 1- Birthday celebrations **Spr 2** - Colourful creatures **Sum 1**- Fabulous French food **Sum 2** - Gourmet tour of France	**Aut 1 -** French Transport **Aut 2** - In my French house **Spr 1** - French Music celebrations **Spr 2**- Verbs in a French week **Sum 1** - Visiting a town in France **Sum 2** - French Sport and the Olympics
Music	Covered under: *Expressive Arts &*	**Aut 1 - Keeping the pulse**	**Aut 1 Performing:**	**Aut 1 - Performance:**

Kapow (Exc. Reception)	***Design (ELG: Being Imaginative & Expressive) via daily singing, Drawing Club storytelling, and 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.	- My favourite things (A) **Aut 2 - Fairytale** - Sound Patterns (B) **Spr 1 -Call and response** - animals (B) **Spr 2 - Under the sea** - Musical Symbols (B) **Sum 1 -Contrasting dynamics** - space (B) **Sum 2 - Myths and Legends** - Structures (B)	Rock and roll (Cycle B) **Aut 2 - haiku, music and performing** (theme Hanami Festival) **Spr 1- Adapting and transposing motifs** Theme: Romans (Cycle A) **Spring 2 - Samba and carnival sounds and instruments** Theme: South America (Cycle B) **Sum 1 - South Africa** (Instrumental) **Sum 2 - Changing in pitch, tempo & dynamics** - Rivers	South and West africa (B) **-African drumming workshop** **Aut 2 - Looping and remixing (B)** **Spr 1 - Performing:** Blues (B) **Spr 2 - Dynamic pitch and texture** - Coast (B) **Sum 1 - Composition notation** - Ancient Egyptians (A) **Sum 2 - Composing and performing**: A Leavers' song
PE	**Covered under: *Physical Development (ELGs: Gross Motor Skills; Fine Motor Skills).*** **How it is taught: Weekly PE**	Invasion Games & Net and wall games	Tag rugby & Football Fitness & Dodgeball	Tag rugby & Football Fitness & Dodgeball

	sessions, outdoor play and via continuous/enhanced provision. **Aut 1:** *PE:* Fundamentals (spacing, travel, balance). *Fine Motor:* Dough Disco, bead threading, pencil grip. **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.	Fitness & Team building Gymnastics & Dance Ball skills & Sending and receiving Striking and fielding Athletics	Dance & Gymnastics Tennis & Tchoukball Cricket & Rounders Athletics	Dance & Gymnastics Tchouck & Tennis Cricket & Rounders Athletics
PSHE Kapow mixed age	**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**	**Aut 1** - My healthy self - How can we look after our emotions? **Aut 2** - Citizenship - How can I help others and the	**Aut 1** - My healthy self - How can I take care of my mind and body? **Aut 2** - Citizenship - What rights and	**Aut 1** - My healthy self - How can I support my mind and body as I grow? **Aut 2** - Citizenship - How can we make a difference

	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). **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).	environment? **Spr 1** - Citizenship - How do people belong to a community and earn money? **Spr 2** - My healthy self - How can we look after our bodies? **Sum 1**- Growing up - How can we look after and respect our bodies as we grow? **Sum 2** - Staying safe - How can I make safe choices in different places?	responsibilities do we have? **Spr 1** - Health protection - How can we prevent illness and injury and respond if they happen? **Spr2** - My healthy self - How can I make healthy choices? **Sum 1** - Citizenship - How can I spend money responsibly? **Sum 2** - Growing up - How will my body and emotions change as I grow up?	in our communities and beyond? **Spr 1** - Growing up - How can I manage the changes to my body and emotions as I grow? **Spr 2** - My healthy self - How do my choices today shape my future tomorrow? **Sum 1** - Citizenship - How can we protect everyones rights? **Sum 2** - Sex education - How do people become parents and carers?

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 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?	**Big question: What do people believe is important?** **Christian: saviour**- Why was Jesus given the name 'saviour'? **Big question: Who is it right to follow?** **Muslim: compassion** -How do some Muslims show that Allah is compassionate and merciful? **Christianity** - Why do Christians pray to God and worship him? **Big question: Who is it right to follow?** **Christian: trust** - Why do Christians trust Jesus and follow him? **Big question: Can books and stories be good teachers?** **Jewish: Torah**- Why is the Torah such a joy for the	**Christianity**: How does believing Jesus is their saviour inspire Christians to save and serve others? **Christianity** - Why do Christians call themselves the body of Christ? **Islam:** Why do Muslims call Mohammed the 'seal of the prophets'? **Christianity -** Why are good stewardship and generous giving important for every Christian? **Sikhism:** How does the teaching of the gurus move Sikhs from dark to light?	**Christianity** How do Christians show their belief that Jesus is God incarnate? **Islam** How does tawhid create a sense of belonging to the Muslim community? **Christianity**- Why do Christians think being a pilgrim is a good analogy for life itself? **Christianity** Should believing in the resurrection change how Christians view life and death? **Humanism** Why do Humanists say happiness is the goal of life?

		Jewish community? **Big question: Can books and stories be good teachers?** **Christian: parable -** What did Jesus teach about God in his parables?	**Christianity**: Why do Christians believe they are people on a mission?	**Christianity** How do the 'Heroes of faith' encourage Christians today?
Science Kapow Science mixed planning (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	**Aut 1 - Plants** - Introduction to plants (A) **Aut 2** - Materials - Everyday materials **Spr 1** - Animals including humans - Comparing Animals **Spr 2** - Materials - uses of everyday materials **Sum 1** - Living things - Microhabitats **Sum 2** - Making connections - Fairytale science	**Aut 1 - Materials** - States of matter. A**ut 2 - Animals including humans** - Movement and nutrition **Spr 1 - Animals including humans** - Digestion and food **Spr 2 - Making connections** - How does food affect muscle fatigue? **Sum 1 - Living things** - Classification and changing habitats	**Aut 1 - Living things -** Life cycles and reproduction **Aut 2 -Forces and space** - Unbalanced forces **Spr 1 -Living things** - Classifying big and small **Spr 2- Energy** - Circuits, batteries and switches **Sum 1 - Living things** - Evolution and inheritance **Sum 2 - Animals including humans** - Human timeline (3

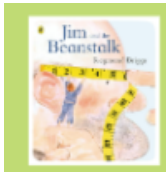
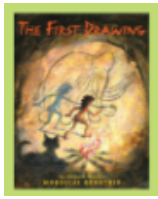
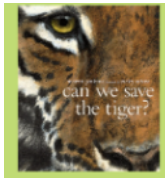
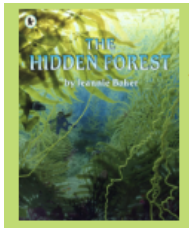
	experiments, and polar habitats. **Spr 2 (Ready, Steady... Grow!):** Life Cycles: Planting beans, flower dissection, butterfly metamorphosis, and chick hatching. **Sum 1 (Let's Set Sail!):** Floating & Sinking: Material density testing and ocean health/marine conservation. **Sum 2 (Life is an Adventure):** Space & Forces: Gravity, rocket propulsion, and push/pull forces.		**Sum 2 - Plants** - Plants and reproduction	lessons) **Sum 2 - Making connections** - How does light affect the direction of plant growth? (3 lessons)
Maths WhiteRose	**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) |	Place value Addition and subtraction Multiplication and division Money - Addition and subtraction Length and height Fractions Shape **Focus on Fractions + number bonds.**	Place value Addition and subtraction Multiplication and division Area Multiplication and division Length and perimeter Fractions Mass and capacity Time	Place value Four operations/fractions Fractions Decimals and percentages Shape Perimeter and area Ratio and algebra Position and direction Shape

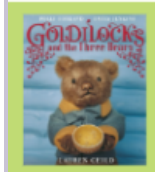
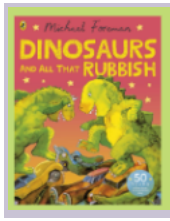
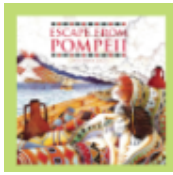
	Growing 6, 7, 8 (Ten-frames & length/mass). **Spr 2 (Ready, Steady... Grow!):** Building 9 & 10 (Counting to 10, 3D shapes & capacity). **Sum 1 (Let's Set Sail!):** To 20 & Beyond! (Numbers past 10) | First, Then, Now (Addition & subtraction). **Sum 2 (Life is an Adventure):** Find My Pattern (Doubling & sharing) | On the Move (Spatial reasoning & mapping).	**Yr 2 - multiplication 2,5,10 weekly speed test.** Time Position and direction Statistics Mass, capacity and temperature	Decimals Money Shape Position and direction Statistics	Position and direction Decimals Statistics
Reading	**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 *Drawing Club* vocabulary enrichment, and continuous provision story areas. **Please note:** While core texts are	**Autumn - Reading groups and additional phonics and dictation lessons in readiness for Reading Comprehension.**	**Autumn - Earth Shattering Events**  *Earth Shattering Events* Robin Jacobs and Sophie Williams	**Autumn - The Tiger Rising**  *The Tiger Rising* Kate DiCamillo

	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. **Spr 1 (Our Wonderful World!):**	**Spring - The magic Finger**  *The Magic Finger* Roald Dahl **Summer - After the fall**  *After the Fall* Dan Santat	**Spring The BFG**  *The BFG* Roald Dahl **Summer - Narnia**  *The Lion, the Witch and the Wardrobe* C S Lewis	**Spring**  *The Invention of Hugo Cabret* Brian Selznick **Summer - Incredible journeys**  *Incredible Journeys* Levison Wood

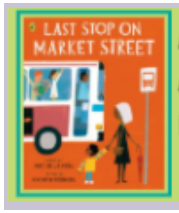
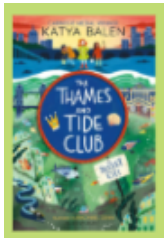
	Reading Phase 2/3 words, captions, and simple sentences linked to traditional tales and non-fiction. Core texts: *Lost and Found* by Oliver Jeffers, *The Little Red Hen*, *The Smartest Giant in Town* by Julia Donaldson, *Naughty Bus* by Jan & Jerry Oke, and *Zog* by Julia Donaldson. **Spr 2 (Ready, Steady... 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.			
Writing	**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	**Autumn**  *Send for a Superhero* Michael Rosen **Own version superhero narrative**Wanted posters, letters, character descriptions, captions  *We Are Water Protectors* Carole Lindstrom **Environmental campaign**List poems, non-chronological reports (animals), chronological reports	**Autumn**  *The Selfish Giant* Oscar Wilde **Own version narrative about kindness**Letters, first person recount, diaries, letters, posters, reports  *Winter's Child* Angela McAllister & Grahame Baker-Smith **Fantasy story sequel**Descriptive poems, postcards (recount), dialogue, setting descriptions as a letter,	**Autumn**  *Percy Jackson and the Lightning Thief* Rick Riordan **Own version mythical narrative**Poetry in the form of an ode, soliloquy, setting descriptions, diary entries, additional chapter, non-chronological reports  *Windrush Child* Benjamin Zephaniah

	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 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	(life-cycles), character descriptions, protest signs  ***Jim and the Beanstalk*** Raymond Briggs **Sequel story**Narrative re-telling (including dialogue), thought bubbles, informal letters  ***The Sea Saw*** Tom Percival **Own version narrative**Writing in role, notes of advice, missing posters, diary entries, letters of thanks **Spring**  ***Beegu*** Alexis Deacon **Own version alien**	retellings  ***Jim, A Cautionary Tale*** Hilaire Belloc & Mini Grey **Narrative poem**Warning poster, warning announcement, alternative ending, performance poetry, letter of apology  ***The First Drawing*** Mordicai Gerstein **Own historical narrative**Character description, diary entry, recount	**Persuasive pitch to the local council**Informal letter, diary entry, formal letter, advice, (optional poem and personal response)  ***Can We Save the Tiger?*** Martin Jenkins **Discussion text**Letter, explanation, persuasive poster, persuasive speech, simple poem  ***The Hidden Forest*** Jeannie Baker **Balanced discussion**Artwork description, thought bubble, diary entry, research notes, non-chronological report (in letter form)

	journeys, independent sentence writing, and creating a Reception memories scrap-book page with personal sentences.	**narrative**Posters, guides, captions, letters, speech bubbles, retellings, short report  ***Goldilocks using three different versions*** Lauren Child, Anthony Browne & Leigh Hodgkinson **Sequel story**Wanted posters, letters, retellings, speech bubbles, retellings from another point of view  ***Dinosaurs and all that Rubbish*** Michael Foreman **Pamphlet**Letters, setting descriptions, instructions, narrative (retelling), pamphlets, posters **Summer**	**Spring**  ***Frindleswylde*** Natalia O'Hara and Lauren O'Hara **Narrative sequel**Letters, voting slips, dialogue, poetry, birds-eye view descriptions, persuasive speeches  ***Escape from Pompeii*** Christina Balit **Newspaper report**Setting descriptions, diaries, letters, thought bubbles  ***Cinderella of the Nile*** Beverley Naidoo **Own version traditional tale**Short news report, diary entry, character	**Spring**  ***Hidden Figures*** Margot Lee Shetterly **Non-chronological report on the life and achievements of the women and history of NASA/NACA**Non-chronological reports, job adverts, formal persuasive letters, informal letters, diary entries, character descriptions, opinion pieces  ***Beowulf*** Michael Morpurgo **Own version legend or missing chapter**Epitaph, glossary, letter of advice, dialogue, recount,

		 ***Lost and Found*** Oliver Jeffers Own version losing/finding narrativeCharacter descriptions, retellings, advice letter, instructions, fact-file  ***Dragon Post*** Emma Yarlett **Guide on how to look after a dragon**Letter asking for help, note of advice, instructions, menu, speech bubble, journey map, thought bubble	description, advert **Summer**  ***How to Live Forever*** Colin Thompson **Prequel**Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning  ***The Search for the Giant Arctic Jellyfish*** Chloe Savage **Non-chronological report** Expedition proposals, persuasive letters, letters, diary entries, poetry,	character and setting description, summarising captions, obituary  ***The Three Little Pigs Project*** The Guardian **A collection of letters to a newspaper expressing a range of different opinions on the same issue**Newspaper headlines, news report, persuasive speeches, diary narratives from a particular point of view, diaries, debate  ***Night Mail*** W H Auden **Poem with similar structure**Summaries, analysis and

		 *Julian is a Mermaid* Jessica Love **Three-verse poem**Wishes, commands, thought bubbles, labels and adverts  *Last Stop on Market Street* Matt de la Peña **Own version narrative**Metaphor poetry, simple character descriptions, interview questions, senses poetry, advert, advice slips, letter  *The Great Fire of London* Emma Adams & James Weston Lewis **Information booklet**Persuasive	speech bubbles  *Jim, A Cautionary Tale* Hilaire Belloc & Mini Grey **Narrative poem**Warning poster, warning announcement, alternative ending, performance poetry, letter of apology  *The Thames and Tide Club* Katya Balen **Own version fantasy narrative**Persuasive letters and letters of advice, diary entries, weather reports, advertisements, dialogue	performances **Summer**  *The Island* Armin Greder **Narrative sequel from a different character's perspective**Welcome guide, description, letter of advice, analysis, comparison, diary entry in role, imagined conversation  *Romeo and Juliet* William Shakespeare **Balanced argument**Police report, diaries, letters, narratives, dialogue,

		posters, warning posters (instructional writing), speech bubbles, letters of advice, certificates		setting descriptions, advice notes, character descriptions, oral debate  ***The Unforgotten Coat*** Frank Cottrell Boyce **Own version 'issues and dilemmas' narrative**Diary entries, explanations (sci experiment), dialogue, non-chronological reports