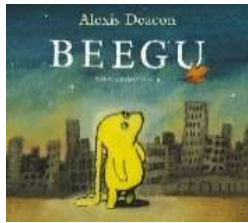
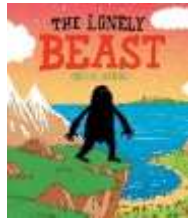


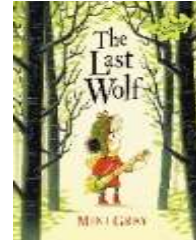
Autumn 2



Beegu
by Alexis Deacon
This teaching sequence is approximately 20 sessions.



The Lonely Beast
by Chris Judge
This teaching sequence is approximately 20 sessions.



The Last Wolf
by Mini Grey
This teaching sequence is approximately 30 sessions.

Overall aims of this teaching sequence:

- To explore a high quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas
- To engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text
- To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives
- To develop creative responses to the text through drama, poetry, storytelling and artwork
- To write in role in order to explore and develop connections / empathy for characters
- To discuss themes and issues that arise in this touching story, making connections with their own lives
- To write in role in order to explore characters and events

Key Teaching Approaches:

- Responding to illustration • Book Talk • Word collection • Visualising • Drama and role play • Shared writing • Role on the Wall • Poetry • Storytelling • Writing in role • Persuasive writing

Writing Outcomes:

- Thought bubbles • Book making • Note taking • News report • Character Grid • Information text • Leaflet • Poster • Power point • Letter • Police report • Free Verse Poem

National Curriculum Links:

Reading (Comprehension):

- listen to discuss and express views about books at a level beyond that which they can read independently
- discuss the significance of the title and events link what they hear or read to own experiences
- explain understanding of what is read
- discuss the sequence of events in books and how items of information are related
- discuss favourite words/ phrases
- answer and ask questions

Writing:

- draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally
- sequence sentences to form short narratives
- write for different purposes including about fictional personal experiences, poetry, nonfiction and real events
- re-read and evaluate writing to check it makes sense and make simple revisions

Speaking and Listening:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend knowledge and understanding
- consider and evaluate viewpoints, attending to and building on the contributions of others
- participate in discussions, performances, role-play, improvisations and debate about what has been read
- use spoken language to develop understanding through imagining and exploring ideas

Cross Curricular Links:

Science

- Explore food chains
- Lifecycles of plants
- Classify plants / animals

Art and Design

- Illustration
- Natural objects polyblock printing (William Morris)

Science

- Animal habitats.
- Explore food chains

Art and Design

- Illustration
- Design hats

Music

- Create a music score for the story

Science

- Properties of materials
- Animals camouflage

Geography

- Investigate local environments
- Mapping their own environment

Art and Design

- Design outfits

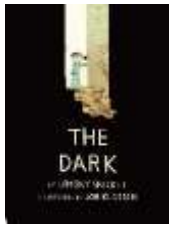
PAPs - Performance Indicator Targets and Key Skills (Attitudes to Reading)

KPI: Becoming familiar with key stories, fairy stories and traditional tales.

KS13: Can identify some differences between story settings

KS15: Can identify the predictable phrases in a text and usually enjoys saying them aloud with the class

Autumn 2



The Dark

by Lemony Snicket

This teaching sequence is approximately 20 sessions.



Ossiri and the Bala

by Richard O'Neill and Katharine Quarmby

This teaching sequence is approximately 20 sessions.



Hummingbird

by Nicola Davies

This teaching sequence is approximately 30 sessions.

Overall aims of this teaching sequence:

- To enjoy an increasing range of poetry, stories and non-fiction texts.
- To engage and inspire children to engage with literature.
- To develop empathy and explore wider themes through a narrative text.
- To explore the story through a variety of teaching approaches including drama and role-play.
- To reflect on reading through keeping a reading journal.
- To compose poetry in response to visual imagery, story and known poems.

Key Teaching Approaches:

- Oral Storytelling • Book Talk • Exploring Language • Storymapping and Graph of Emotion • Reading Aloud • Book Talk • Visualising • Storytelling • Writing in role • Responding to illustration

Writing Outcomes:

- Thought bubbles • 'Tell Me' responses • Note taking • Diary entry • Writing in Role • Book review • Leaflet • Captions and sentences • Power point • Letter • Questions and suggestions • Mind map notes

Reading (Comprehension):

- listen to discuss and express views about books at a level beyond that which they can read independently
- link what they hear or read to own experiences
- discuss the sequence of events in books and how items of information are related

Writing (Composition / Vocabulary, Grammar and Punctuation):

- predict what might happen on the basis of what has been read
- participate in discussion about what is read, taking turns and listening to others
- write for different purposes including about fictional personal experiences, poetry, nonfiction and real events

Speaking and Listening:

- ask relevant questions to extend knowledge and understanding
- consider and evaluate viewpoints, attending to and building on the contributions of others
- participate in discussions, performances, role-play, improvisations and debate about what has been read

Cross Curricular Links:

Science

- Investigate effect of light and dark on plant growth
- Observations of the seasons
- Effect of weather on light

Art and Design

- Patterns in shadow play
- Make glow jars, light boxes

Music

- Create music score for the story

Science

- Fauna, flora and fungi in UK.
- Poisonous plants

Art and Design

- Explore modern and historical art
- Use different materials to upcycle and create new pieces of art

Music

- Play traditional traveller music
- Practice keeping pulse

Science

- Study plants and their life cycles
- Pollination

PSHE

- Explore ideas of family

History

- Research rag-and-bone people

Music

- Listen to audio clips of Hummingbirds wings

PAPs - Performance Indicator Targets and Key Skills (Attitudes to Reading)

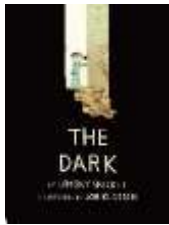
KPI: Becoming familiar with key stories, fairy stories and traditional tales.

KS5: Listens to and discusses a range of literature: e.g. picture books

KS12: Can identify some characteristics of story: e.g. what typically happens to good and bad characters

KS14: Relates story incident to their own experience with some detail

Autumn 2



The Dark

by Lemony Snicket

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Ossiri and the Bala

by Richard O'Neill and Katharine Quarmby

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Key Teaching Approaches:

- Oral Storytelling • Book Talk • Exploring Language Storymapping and Graph of Emotion • Reading Aloud • Book Talk • Visualising • Storytelling • Writing in role • Responding to illustration

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National Curriculum Links:

Reading (Comprehension):

- listen to discuss and express views about books at a level beyond that which they can read independently
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- discuss the sequence of events in books and how items of information are related

Writing (Composition / Vocabulary, Grammar and Punctuation):

- predict what might happen on the basis of what has been read
- participate in discussion about what is read, taking turns and listening to others
- write for different purposes including about fictional personal experiences, poetry, nonfiction and real events

Speaking and Listening:

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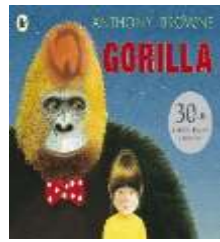
Autumn 2



Into the Forest

by Anthony Browne

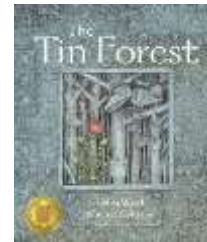
This teaching sequence is approximately 15 sessions.



Gorilla

by Anthony Browne

This teaching sequence is approximately 15 sessions.



The Tin Forest

by Helen Ward and Wayne Anderson

This teaching sequence is approximately 30 sessions.

Overall aims of this teaching sequence:

- To write in role in order to explore and develop empathy for characters.
- To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives
- To understand how illustration and text contribute to meaning.
- To develop empathy and explore wider themes through a narrative text.
- To explore the story through a variety of teaching approaches including drama and role-play.
- To reflect on reading through keeping a reading journal.
- To compose poetry in response to visual imagery, story and known poems.

Key Teaching Approaches:

- Reading aloud and rereading • Book Talk • Drama and role-play • Storymapping • Tell Me and book talk • Reading Aloud • Book Talk • Visualising • Storytelling • Writing in role • Responding to illustration

Writing Outcomes:

- Narrative recount • Descriptive writing • Poetry • Diary entry • Writing in Role • Book reviews • Leaflet • Captions and sentences • Power point • Letter writing • List poetry

Reading (Comprehension):

- Making comparisons within and across books
- Identify themes and conventions
- Develop positive attitudes to reading by listening to and discussing a wide range of fiction
- Provide reasoned justifications for their views

Writing (Composition / Vocabulary, Grammar and Punctuation):

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar
- Assessing the effectiveness of their own and others' writing
- Ensuring the consistent and correct use of tense throughout a piece of writing

Speaking and Listening:

- Use relevant strategies to build their vocabulary
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Articulate and justify answers, arguments and opinions
- Participate actively in collaborative conversations

Cross Curricular Links:

Science

- Investigate effect of light and dark on plant growth
- Observations of the seasons
- Effect of weather on light

Art and Design

- Patterns in shadow play
- Make glow jars, light boxes

Music

- Create music score for the story

Science

- Fauna, flora and fungi in UK.
- Poisonous plants

Art and Design

- Abstract art
- PSHE**
- Explore feelings
 - Explore relationships

Science

- Study plants and their life cycles
- Sources of light

PSHE

- Explore ideas of family

Geography

- Local area study
- Impact of our environment on a group

Art

- Learn about artists such as Henri Rousseau

PAPs - Performance Indicator Targets and Key Skills (Attitudes to Reading)

KPI: Becoming familiar with key stories, fairy stories and traditional tales.

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