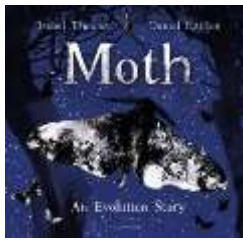


Spring 2



**Moth**  
by Isabel Thomas  
This teaching sequence is approximately 20 sessions.



**Leaf**  
by Sandra Dieckmann  
This teaching sequence is approximately 25 sessions.



**One Day on Our Blue Planet**  
by Ella Bailey  
This teaching sequence is approximately 20 sessions.

**Overall aims of this teaching sequence:**

- To enjoy an increasing range of poetry, stories and non-fiction texts
- To develop understanding through reading and responding to non-fiction texts
- To identify some effective features of non-fiction texts
- To engage children with a story with which they will empathise
- To explore themes and issues, and develop and sustain ideas through discussion

**Key Teaching Approaches:**

- Response through poetry
- Role Play and Drama
- Shared Writing
- Book Making
- Readers Theatre
- Shared writing
- Reading Aloud
- Thought Tracking
- Storytelling
- Responding to illustration

**Writing Outcomes:**

- Captions and sentences
- Free Verse Poems
- Explanation Diagram
- Narrative script
- Character Grid
- Persuasive Speech
- Free verse poetry
- Poster
- Writing in Role
- Letter

**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
  - draw inferences on the basis of what is being said and done
  - answer and ask questions

**Writing (Composition / Vocabulary, Grammar and Punctuation):**

- 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**

- Gain knowledge of natural world

**Art and Design**

- Illustrate wildlife

**Geography**

- Local environment
- Impact of pollution

**Geography**

- Geographical features of the Arctic

**Art and Design**

- Illustration
- Design hats

**Music**

- Create a music score for the story

**Science**

- Properties of different kinds of materials

- Animals camouflage

**Geography**

- Investigate local environments and familiar places, related

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

**KPI:** Listens to and discusses a wide range of stories and non-fiction, at a level beyond that at which they can read independently.

**KS1:** Can listen attentively to a wide range of stories and non-fiction

**KS2:** Contributes relevant ideas and thoughts to discussion  
**KS3:** Can identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play:

**KS4:** Links what they have read/heard to something they have experienced

Spring 2



**Zoraffa Giraffa**

by Dianne Hofmeyr

This teaching sequence is approximately 20 sessions.



**Winter Sleep**

by Sean Taylor and Alex Morss

This teaching sequence is approximately 20 sessions.



**One Night, Far From Here**

By Julia Wauters

This teaching sequence is approximately 20 sessions.

**Overall aims of this teaching sequence:**

- To talk confidently about picture books and responses individual to them
- To explore the story through a variety of teaching approaches including drama and role-play
- To write in role from more than one perspective
- To reflect on reading through keeping a reading journal
- To use vocabulary influenced by books
- To compose and perform own poetry

**Key Teaching Approaches:**

- Response to illustration
- Looking at Language
- Observational drawing
- Using digital texts
- Readers Theatre
- Shared writing
- Reading Aloud
- Music and Movement
- Poetry
- Responding to illustration

**Writing Outcomes:**

- Free verse poetry about winter
- Expressive writing in role
- Diary entry
- Explanation writing
- Character Grid
- Setting illustrations
- Instructions
- Poster
- Diary entry

**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
- draw inferences on the basis of what is being said and done
- answer and ask questions

**Writing (Composition / Vocabulary, Grammar and Punctuation):**

- 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**

- Food chain
- Habitats

**Art and Design**

- Illustration

**History**

- Historical periods – Egypt

**Maths**

- Timing routines
- Sorting things by size

**Art and Design**

- Photography
- Designing bird tables, dens etc.

**Maths**

- Timing routines
- Sorting things by size

**P.E**

- Imitate animal movements
- Mimic hunting – e.g. cat and mouse

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

**KPI: Being introduced to non-fiction books structured in different ways**

**KS14:** Can distinguish non-fiction books from other genres

Identifies non-fiction books e.g.: reference/text books, encyclopaedias

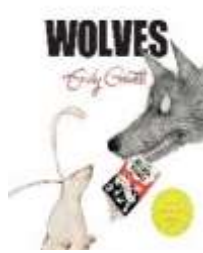
**KS15:** Beginning to identify some key features of nonfiction texts to help locate and understand information: e.g. facts, photographs, diagrams,

Uses a simple picture dictionary to look up definition

Spring 2



**Fox**  
by Margaret Wild  
This teaching sequence is approximately 20 sessions.



**Wolves**  
by Emily Gravett  
This teaching sequence is approximately 12 sessions.



**The Ice Bear**  
By Jackie Morris  
This teaching sequence is approximately 30 sessions.

**Overall aims of this teaching sequence:**

- To write a non-chronological report
- To write descriptive poetry
- To draw inferences from the written and visual text to support understanding.
- To reflect on reading through keeping a reading journal
- To develop creative responses to the text through drama, storytelling and artwork
- To explore global issues through a narrative text

**Key Teaching Approaches:**

- Reading Aloud and Re-reading
- Visualisation and Drawing
- Performance poetry
- Drama and Role-Play
- Readers Theatre
- Hot-Seating
- Reading Aloud
- Tell Me and book talk
- Poetry
- Responding to illustration

**Writing Outcomes:**

- Non-fiction texts: fliers, business cards, menus, etc.
- Alternative ending
- Diary entry
- Non-chronological report
- Drafting and Editing
- Setting illustrations
- Instructions
- Poster

**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
- draw inferences on the basis of what is being said and done
- answer and ask questions

**Writing (Composition / Vocabulary, Grammar and Punctuation):**

- 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:**

**PSHE**

- Friendship
- Geography/Science**
- Habitats
  - Climate change
  - Deforestation

**Science**

- Predators vs Prey
  - Wolves – food source, habitat etc.
- Geography**
- Places where Wolves live

**Science**

- Properties of ice
  - Arctic wildlife
- Art and Design**
- Inuit art
- History**
- History of Arctic exploration

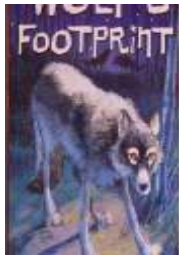
**PAPs - Performance Indicator Targets and Key Skills (Attitudes to Reading)**

**KPI: Using dictionaries to check the meaning of words they have read.**

**KS14:** Knows to use a dictionary to check spelling of a word

**KS15:** Knows to use a dictionary to check meaning of word

Spring 2



**The Wolf's Footprint**  
by Susan Price  
This teaching sequence is approximately 9 sessions.



**Firebird**  
by Emily Gravett  
This teaching sequence is approximately 12 sessions.



**Olga da Polga**  
By Micael Bond  
This teaching sequence is approximately 30 sessions.

**Overall aims of this teaching sequence:**

- To write a non-chronological report
- To write descriptive poetry
- To draw inferences from the written and visual text to support understanding.
- To reflect on reading through keeping a reading journal
- To develop creative responses to the text through drama, storytelling and artwork
- To explore global issues through a narrative text

**Key Teaching Approaches:**

- Reading Aloud and Re-reading
- Visualisation and Drawing
- Performance poetry
- Drama and Role-Play
- Readers Theatre
- Hot-Seating
- Reading Aloud
- Tell Me and book talk
- Poetry
- Responding to illustration

**Writing Outcomes:**

- Non-fiction texts: fliers, business cards, menus, etc.
- Alternative ending
- Diary entry
- Non-chronological report
- Drafting and Editing
- Setting illustrations
- Instructions
- Poster

**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
- draw inferences on the basis of what is being said and done
- answer and ask questions

**Writing (Composition / Vocabulary, Grammar and Punctuation):**

- Read writing aloud with appropriate intonation to make the meaning clear
- Use new and familiar punctuation correctly
- Use sentences in different forms
- 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**

- Plants, seeds, nuts,
- Wolves – food source, habitat etc.

**PSHE**

- Different perceptions
- Helping others

**Science**

- Predators vs Prey
- Wolves – food source, habitat etc.

**Geography**

- Places where Wolves live

**Math**

- Measuring weight/height
- Counting body parts

**Geography**

- Geographical spread and movement of animals and people

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

**KPI: Uses dictionaries to check the meaning of words that have been read**

**KS8:** Looks up unknown words in dictionary to check meaning

**KS4:** Can listen attentively and participate in discussion about a wider range of non-fiction and reference books