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| **Year Group** | **Autumn 1** | | **Autumn 2** | |
| Nursery | **Dear Zoo and other Rod Campbell books**  **Where’s Spot?**  **Say hello to the animals**  **Tiger who came to tea**  **Monkey Puzzle/Night Monkey Day Monkey**  I am beginning to recognise print in the environment  I can join in a print walk around school in small groups to spot print in different forms eg signs, writing etc  I can begin to share my favourite stories – links with home to find out about favourite books at home  I will explore non-fiction books about animals  ***Adults scribing pictures that children have drawn and how they have described the animals*** | | **Owl Babies/Oliver’s Wood**  **Meg and Mog**  **Room on the broom**  **One windy day**  **Santa’s suit**  **Laura’s Star**  I can use role play to explore stories  I join in small group story time  I am beginning to share my opinions about stories  I can vote for a book I would like to hear read to me  I will explore non-fiction books | |
| Reception | **Goldilocks and the Three bears, Little Red Riding Hood- Traditional Tales**  Understand how to listen carefully and why listening is important  Engage in story times  Describe events in some detail.  Articulate their ideas and thoughts in well-formed sentences.  I can hear sounds in words  I can orally blend words with increasing independence  I can talk about characters  in a story  I can create a shared story map  I can practise writing my name  I recognise some letters  I can recognise rhyming phrases | | **The Leaf Thief, The Gruffalo, The Gruffalo’s Child**  Learn new vocabulary  Listen and talk about stories  I will develop back and forth talk about stories I have read  I will use language when retelling stories and through roleplay  I will talk about what I observe  Blend sounds into words so they can read short words made up of known letter sound correspondence  Form lowercase and uppercase letters correctly  Spell words by identifying the sounds and then writing the sound with letter/s.  I can write my name  I recognise most set 1 sounds  I can hear and write initial sounds in words  I can form letters following letter rhymes  I can read CVC words with increasing independence  I can write initial sounds  I can write CVC words  **Naughty Bus- Jan Oke**  Journeys & Exploration  Outcomes: Letters, diaries, sequels, non-chronological reports  Main outcome: Own adventure story | |
| Year 1  ***Foundation topic:***  *Me and My Family (Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; events beyond living memory)* | ***Cave Baby* by Julia Donaldson and Emily Gravett**  Belonging, operating as a family, following rules, kindness and respect vs being a bit naughty!  Bibliotherapy text – supporting children in exploring and expressing feelings Outcomes: Labels and captions, informal lettersMain Outcome: Narrative re-tellingBeegu by Alexis DeaconOutcomes: Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reportMain outcome: Own version ‘alien’ narrativeLink to phonics: ‘alien words’ | | ***So Much* by Trish Cooke**  Link to parties, celebrations, new babies. This book will involve a new baby being in a family and link to how babies are different and children deal with new babies Outcomes: Performance/narrative poetry; own version narrative poem.Main Outcome: Own ‘So Much’ narrative poem **Lost and Found by Oliver Jeffers**  Link to topic: children write own version set on the Mersey and using British marine life as a character e.g. a bottle-nosed dolphin (google suggests that there have actually been dolphins spotted in the Mersey). Outcomes: Character descriptions, retellings, advice, instructions, non-chronological reportsMain outcome: Own version ‘losing/finding’ narrative | |
|  | **Planning Sequences** | **Literary Leaf for the term** | **Planning Sequences** | **Literary Leaf for the term** |
| Year 2  ***Foundation topic:***  *London Calling*  *(Human and physical geography, events beyond living memory that are significant nationally or globally (inc current Royal Family; ,changes within living memory)* | ***Great Fire of London* by Emma Adams and James Weston**  Link to topic: events beyond living memory Outcomes: Non- fiction text incorporating different text-types, including a guide to London buildings (non-chronological report), warning posters, writing in roleMain Outcome:Diary entry in role as the cat | ***The Street Beneath Our Feet by Charlotte Guillian***  Link to A Walk in London text | ***A Walk in London* by Salvatore Rubbino 3.**  Link to topic: features of local area - children to be asked by local MP to write tour guide to local area Outcomes: Recounts of a trip around the local area, statements of informationMain Outcome: A Walk in…’ guidebook ***If All the World Were* by Joseph Coelho 2.**  Link to topic:  Bibliotherapy text – supporting children in exploring and expressing feelings Outcomes: Writing in role, optional diary, letter of advice, short explanation Main outcome: Non-narrative read-aloud poem | Time to be given to phonics revision to support fluency. |
| Year 3  ***Foundation topic:***  *Awesome Egyptians*  *(The achievements of earliest civilisations; human and physical geography)* | ***Cinderella of the Nile* by Beverly Naidoo**  Link to topic: Egyptians  Bibliotherapy text – supporting children in exploring and expressing feelings Outcomes: Short news report****,****diary entry, character description, advertMain Outcome: Own version traditional tale | ***Two weeks with the Queen* by Morris Gleitzman** (has themes of death and acceptance around this; living in the moment; resilience; kindness) | ***The Story of Tutankhamun* by Patricia Cleveland-Peck**  Link to topic: Egyptians Outcomes: Short news report****,****diary entry, character description, advertMain Outcome: Own version traditional tale ***The Tear Thief by* Carol Ann Duffy and Nicoletta Ceccoli**  Bibliotherapy text – supporting children in exploring and expressing feelings Outcomes: Short news report****,****diary entry, character description, advertMain Outcome: Own version traditional tale | ***Two weeks with the Queen* by Morris Gleitzman** (has themes of death and acceptance around this; living in the moment; resilience; kindness) |
| Year 4  ***Foundation topic:***  *The Roman Empire*  *(The Roman Empire and its impact on Britain; geographical skills and fieldwork; human and physical geography)* | ***Weslandia* by Paul Fleischman**  Link to topic: settlements and establishing a civilisation  Bibliotherapy text – supporting children in exploring and expressing feelings Outcomes: Retelling, character description, book reviewMain Outcome: Non-chronological report | ***The Firework Maker’s Daughter* by Philip Pullman –** links to journeys and exploration; resilience; courage | ***The Heart and the Bottle* by Oliver Jeffers**  Link to topic: awe and wonder at the natural world around us  Bibliotherapy text – supporting children in exploring and expressing feelings Outcomes: Character descriptions, narrative retellingMain Outcome: Own version ‘dilemma’ narrative ***Shackleton’s Journey* by William Grill**  Link to topic: Journeys. Endurance and perseverance. The concept of being far away from home and in a different surrounding Outcomes: Packing lists (justifications), letters (formal and informal),interviews, diariesMain Outcome: Newspaper report | ***The Firework Maker’s Daughter* by Philip Pullman –** links to journeys and exploration; resilience; courage |
| Year 5  ***Foundation topic:***  *Vikings and Anglo Saxons (The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor)* | ***Beowulf* by Michael Morpurgo**  Link to topic: set in Scandinavia; historical context with strong links to the Viking and Anglo-Saxons Outcomes: Letter of advice, diary entry, dialogue, character and setting description, action scenes, obituaryMain Outcome: Own version legend or missing chapter ***The Tempest***  ***Playscript- setting description, character descriptions,***  ***Main outcome- Playscripts*** | ***The Explorers*** by Katherine Rundell | ***The Tempest***  ***Playscript- setting description, character descriptions,***  ***Main outcome- Playscripts***  ***Origami Yoda* by Tom Angelberger**  Bibliotherapy text – supporting children in exploring and expressing feelings through strength of mind and overcoming adversity Outcomes: instructions, persuasion, recount (diary entry)Main Outcome: Discussion text | ***The Explorers*** by Katherine Rundell |
| Year 6  ***Foundation topic:***  *Ancient Greece*  *(a study of Greek Life and achievements and their influence on the Western World)* | ***Percy Jackson and the Lightning Thief by Rick Riordan***  ***Link to topic: Ancient Greeks***  Outcomes: **Poetry in the form of an ode, soliloquy, setting descriptions, additional chapter, non-chronological reports**  Main Outcome: **Own version of mythical narrative**  ***Some Places More Than Others* by Renée Watson**  Link to topic: exploring the concept of family history and making comparisons; looking at artefacts  **(as this sequence was written with transition to year 6 in mind, some adaptations may need to be made)** Outcomes: Letters, diaries, information leaflets, instructionsMain Outcome: Poetry | ***Who Let the Gods Out?* by Maz Evans** (Greek Gods!) | **Completion of**  ***Some Places More Than Others* by Renée Watson**  Link to topic: exploring the concept of family history and making comparisons; looking at artefacts  **(as this sequence was written with transition to year 6 in mind, some adaptations may need to be made)** Outcomes: Letters, diaries, information leaflets, instructionsMain Outcome: Poetry ***Firebird* by Saviour Pirotta** Link to topic: story set in the past in another cultureOutcomes: Formal letters, retellings, character descriptionsMain Outcome: Fairy tale narrative | ***Who Let the Gods Out?* by Maz Evans** (Greek Gods!) |

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| Year Group | Spring 1 | | Spring 2 | |
| Nursery | **Handa’s surprise**  **Rainbow Fish**  **Elmer**  **Giraffes can’t dance**  **I’m sorry**  **You’re all my favourites**  I will explore writing patterns – zig zag, swirls, left to right etc  I can contribute to a story maps for key elements of traditional stories | | **Three Little Pigs**  **Little Red Riding Hood**  **The Gingerbread man**  I can explore letter shapes, practising names using a range of different media  With support, I can gain information from non-fiction books in order to support knowledge of growing | |
| Reception | **I Am Henry Finch by Alexis Deacon** Knowing Yourself Outcomes: Thought-bubbles, lists, commands, letters of adviceMain Outcome: Guidebook - How to Think**Weirdo by Zadie Smith and Nick Laird**Strength of MindOutcomes: Posters, notes, badges, letters, writing in role, leafletsMain Outcome: Instructional leaflet on being yourself and accepting others | | **Little Red by Lynn Roberts and David Roberts**  Talents & Powers Outcomes: Labels, notes of advice, adverts, own version narrativeMain Outcome: Alternative character versionSupper Milly and the Super School Day by Stephanie ClarksonTalents & PowersOutcomes: Letters of encouragement; a retelling; song lyrics and job applicationsMain Outcome: Alternative character version | |
| Year 1  *Foundation topic: Come Fly with Me 1 –*  How have the Wright Brothers and Ameila Earhart changed…  *(Locational Knowledge; Human and physical, geographical skills and fieldwork; events beyond living memory)* | ***Send for a Superhero*** **by Michael Rosen and Katharine McEwen** Link to topic: flight and taking courageOutcomes: Wanted posters, letters, speech bubbles, diaries, emails, character descriptionsMain outcome: Own version superhero narrative ***The Magic Bed by John Burnigham-*** *Although this book does not directly link with The Wright Brothers and Amelia Earheart, this book can follow on the sense of adventure and flying with Send for A Superhero and link to Iggy Peck in terms of being creative which links to the Wright Brothers using their imagination to create a plane* Outcomes: Setting description, additional scene, description of magical piece of furniture, listsMain outcome: Own version fantasy story | | ***Iggy Peck, Architect* by Andrea Beaty and David Roberts**  Link to topic: the skyline and innovation and invention ; not giving up Outcomes: Setting description, additional scene, description of magical piece of furniture, listsMain outcome: Own version fantasy story ***The Odd Egg* by Emily Gravett**  Bibliotherapy text – supporting children in exploring and expressing feelings through strength of mind and overcoming adversity; changes, differences, different families, inclusion, diversity and loyalty = heroism in standing up for what we believe in Outcomes: Thought and speech bubbles, diary entry, letter, certificateMain outcome: Egg-spotter’s guide (non-fiction report) | |
|  | **Planning Sequences** | **Literary Leaves** | **Planning Sequences** | **Literary Leaves** |
| Year 2  *Foundation topic: Come Fly with Me 2 –*  *Comparison of Halewood and Nairobi*  *(Locational Knowledge; Human and physical, geographical skills and fieldwork)* | ***The Dragon Machine* by Helen Ward and Wayne Anderson**  Link to topic: ecology and conservation; geography; Outcomes: Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in roleMain Outcome: Own version dragon story | ***Africa, Amazing Africa* by Atinuke (non-fiction)** | ***Billy and the Minpins* by Roald Dahl**  Link to topic: geographical skills; comparison other worlds-This unit has been chosen as the children will walk around the school grounds and then use this knowledge to help write a narrative Outcomes:Danger posters, setting descriptions, character descriptions, information reports, postcardsMain Outcome:Own version adventure narrative   ***Tadpole’s Promise* by Jeanne Willis and Tony Ross**  Link to topic: comparing eco-systems and habitats Outcomes:Setting descriptions, oral retellings, own version narrativeMain Outcome:Explanation - frog life cycle | ***Africa, Amazing Africa* by Atinuke (non-fiction)** |
| Year 3  ***Foundation topic:***  *Set in Stone (Stone Age to Iron Age)*  *(changes in Britain from the Stone Age to the Iron Age; Locational knowledge, Geographical skills and fieldwork)* | ***The First Drawing* by Mordicai Gerstein**  Link to topic: Stone Age; early man Outcomes: Character description, diary entry, recountMain Outcome: Own historical narrative ***Black Dog* by Levi Pinfold**  Bibliotherapy text – supporting children in exploring and expressing feelings through strength of mind and overcoming adversity; themes of fear Outcomes: Description, dialogueMain Outcome: Own version ‘suspense’ narrative | ***The Lost Species* by Jess French and Daniel Long - non-fiction (**stone age) | ***The Iron Man*** **by Ted Hughes and Laura Carlin (illustrated version)**  Link to topic: iron age – metals and materials; themes of invasion by humans - building settlements, changing landscapes; destruction of planet Outcomes: Character descriptions, short news report, letter of advice, menu (using descriptive devices), poetryMain Outcome: Mystery narrative | ***Fortunately the Milk by Neil Gaiman***  Link to topic: Kennings |
| Year 4  ***Foundation topic:***  *Shake, Rattle and Roll (Volcanoes and Earthquakes)*  *(Locational knowledge; Human & physical geography; Geographical skills and fieldwork)* | ***Winter’s Child* by Angela McAllister, Grahame Baker Smith**  Link to topic: physical geography; seasons and how they can impact upon Natural Disasters  Bibliotherapy text – supporting children in exploring and expressing feelings through strength of mind and overcoming adversity; themes of loss and change Outcomes: Postcard (recount), dialogue, setting description as a letter, retellingMain Outcome: Fantasy story sequel | ***Earth Shattering Events* by Robin Jacobs and Sophie Williams**  Link to topic: natural disasters | ***Escape from Pompeii* by Christina Ballit**  Link to topic: volcanoes and natural disasters Outcomes: Setting descriptions, information report, dialogueMain Outcome: Own version historical narrative ***The legend of Sally Jones* by Jakob Wegelius** Outcomes: Birth Certificate, letter, class ‘book of tricks’, newspaper article, dialogue, advert, diary entry, leaflet, telegram, booklet, ‘so long’ noteMain Outcome: A further adventure in the style of the author | ***Earth Shattering Events* by Robin Jacobs and Sophie Williams**  Link to topic: natural disasters |
| Year 5  ***Foundation topic:***  *UK*  *(Locational knowledge; Human & physical geography; Place Knowledge; Geographical skills and fieldwork)* | ***The Promise* by Nicola Davies and Laura Carlin**  Link to topic: how human actions can change physical geography  3 weeks Outcomes: Experimentation with figurative language, reportMain Outcome: Sequel to continue the cyclical story ***Suffragette* by David Roberts**  Link to topic: the political landscape and how change was brought about in the UK Outcomes: Formal letters, diary entries, balanced arguments, speeches, short news reportMain Outcome: Persuasive campaign | ***How Does a Lighthouse Work?* Non- fiction text by Roman Belyaev**; feeds into Letters from the Lighthouse which will be read next term | **Continuing Suffragette** Link to topic: the political landscape and how change was brought about in the UK  ***High Rise Mystery* by Sharna Jackson**  Link to topic: novel set in an urban landscape Outcomes: Character Description, Police Report, Setting Description, Newspaper Article, Dialogue, Formal Persuasive Letter, Extended NarrativeMain Outcome: Extended Narrative | ***How Does a Lighthouse Work?* Non- fiction text by Roman Belyaev**; feeds into Letters from the Lighthouse which will be read next term |
| Year 6  ***Foundation topic:***  *Central and South America*  *(A non-European society that provides contrasts with British history; Locational knowledge, Place knowledge; Human and Physical Geography; Geographical skills)* | **Rain Player by David Wisniewski & History in Infographics: The Maya by Jon Richards and Jonathan Vipond**  Link to topic: ancient civilisation in Central America Outcomes: Instructions, poster, missing scene, diary, newspaper, debateMain Outcome: Analytical essay about The Maya ***The Boy in the Tower* by Polly Ho-Yen**  Link to topic: mythical element to the apocalyptic part of the storyline) Outcomes: Journalistic writing, formal letters, non-chronological reportsMain Outcome: Own version narrative (past and present tense) | **Darwin's Voyage of Discovery by Jake Williams** | ***Completion of The Boy in the Tower*** Outcomes: Journalistic writing, formal letters, non-chronological reportsMain Outcome: Own version narrative (past and present tense) ***Can we Save the Tiger?* by Martin Jenkins**  Link to topic: human impact on the natural world; ecology Outcomes: Letter, explanation, persuasive poster, persuasive speech, simple poemMain Outcome: Discussion text | **Darwin's Voyage of Discovery by Jake Williams** |

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| Year Group | Summer 1 | | Summer 2 | |
| Nursery | **The Very Hungry Caterpillar**  **Jasper’s Beanstalk**  **Lucas the plainest caterpillar**  **The Tiny Seed**  **The Giant Turnip**  I can retell the story using the picture map with their drawings linked to the text ‘Handa’s Surprise’.  I can add initial sounds to a story map.  I can contribute to a class post card | | **We’re going on a bear hunt**  **How to Catch a Star**  **Aliens love underpants**  I can us a range of writing material and prints to mark make in the space station  I can contribute to a class letter to a space station- independent opportunities for children | |
| Reception | **The Tiny Seed by Eric Carle**Sowing A SeedOutcomes: Labels and captions, re-telling, writing in role, narrative, letterMain Outcome: Advice leafletExtraordinary Gardener by Sam BoughtoinSowing A SeedOutcomes: Labels, letters of advice, instructions, narrativesMain Outcome: Narrative inspired by the original text | | Look Up! By Nathan Bryon and Dapo AdeolaKnowing YourselfOutcomes: Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, ship’s logMain Outcome: Non-chronological report **Night Pirates Pete Harris and Deborah Allwright** Strength of Mind  Outcomes: Writing in role, letters, a ‘how to’ guide  Main Outcome: ‘How to be a pirate’ guide | |
| Year 1  ***Foundation topic***  *Significant individuals: Katerina Thompson-Johnson and Mary Peters*  *(Events beyond living memory that are significant nationally and globally; lives of significant individuals in the past, who have contributed to national and international achievements – comparison of aspects of life; significant historical events, people and places in their locality)* | ***Astro Girl* by Ken Wilson-Max**  Link to topic: space travel and moon landings – female and black explorers- Astro girl is a significant individual who overcomes adversity showing determination and the want to Dream Big Outcomes: Writing in role****,****commands,‘how to’ guidesMain outcome: Fact file about being an astronaut ***Stanley’s Stick* by Neal Layton and John Hegley**  Link to topic: kindness and how this can make a difference; the concept of not having ‘to be great to be great’ (a line from the text!); no-one is insignificant and we can all make a positive contribution Outcomes: Retelling, descriptionsMain outcome: Own version narrative | | ***Billy and the Beast* by Nadia Shireen**  Link to topic: Billy and her sidekick Fatcat defeat the monster; exploration of everyday heroes; diversity; strength of mind and resilience to achieve and to make a difference Outcomes: Wanted poster, summary, emails, character descriptions, recipesMain outcome: Own version ‘defeat a monster’ narrative ***Julian is a Mermaid* by Jessica Love**  Link to topic: exploration of self; self-discovery; diversity; strength of mind a following a dream Outcomes: Instructions, writing in role****,****advertisementsMain outcome: Three-verse poem | |
|  | **Planning Sequences** | **Literary Leaves** | **Planning Sequences** | **Literary Leaves** |
| Year 2  ***Foundation topic***  *Significant individuals:*  *David Attenborough/Mary Anning*  *(Events beyond living memory that are significant nationally and globally; lives of significant individuals in the past, who have contributed to national and international achievements – comparison of aspects of life; significant historical events, people and places in their locality)* | ***The Journey Home* by Frann Preston-Gannon**  Link to topic: botany and the effects of deforestation Outcomes: Posters, lists, postcards, wanted posters, information report, short storiesMain Outcome: Persuasive letter | ***Fanatical About Frogs* by Owen Davey** | ***House Held Up By Trees by Ted Kooser* Link to topic:** Creation & ConservationOutcomes: **Descriptive non-fiction, life-cycles, instructions for seed packets**Main Outcome: Newsreport | ***There's a Rang-Tan in my Bedroom by James Sellick and Frann Preston-Gannon*** |
| Year 3  ***Foundation topic***  *Europe- Italy*  *(locational knowledge; Human and Physical Geography; place knowledge; Geographical skills and fieldwork)* | ***The Matchbox Diary* by Paul Fleischman**  Link to topic: initially set in Italy Outcomes: Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, ship’s logMain Outcome: Non-chronological report | *Continued*  ***Fortunately the Milk by Neil Gaiman*** (travel and exploration; author link to core writing text) | ***Cinnamon* by Neil Gaiman and Divya Srinivasan**  Link to topic: set in India; non-European contrast with British History; commodities and trade Outcomes: Diary entries, informal letters, dialogue, adverts, limericks and other poetry formsMain Outcome: Own version mythical tale ***Flotsam* by David Weisner**  Oceanic geography and the idea of currents and seas carrying objects Outcomes: Setting descriptions, narrative retelling, non- chronological reports, letters (informal)Main Outcome: Sequel (mystery narrative) | ***Cats* by T.S Eliiot** *(poetry)* |
| Year 4  ***Foundation topic***  *Anglo-saxons and Scots*  *(Britain’s settlement by Anglo-Saxons and Scots) Locational knowledge; Human Geography; place knowledge; Geographical skills and fieldwork)* | ***Odd and the Frost Giants* by Neil Gaiman**  Link to topic: set in Norse times – invaders and settlers Outcomes: Narrative recount, character and setting descriptions, letters, short explanationsMain Outcome: Retelling - alternative perspective | ***The Polar Bear Explorers’ Club* by Alex Bell**  Link to topic: exploration of the North; different clubs - link to clans | ***Jabberwocky* By Lewis Carroll**  Link to topic: invasions and defeating a foe; legend/myth Outcomes: Performance poetry, explanatory descriptionsMain Outcome: Nonsense poem ***The Mysteries of Harris Burdick* by Chris Van Allsburg**  Link to topic: arousing curiosity, exploring artefacts and posing questions Outcomes: Diary entries, dialogue, setting description (atmospheric description), captions and titlesMain Outcome: Own version mystery narrative | ***The Polar Bear Explorers’ Club* by Alex Bell**  Link to topic: exploration of the North; different clubs - link to clans |
| Year 5  ***Foundation topic***  *Docks (Place knowledge; Locational knowledge; Human and Physical Geography; Geographical skills and fieldwork; A local History Study)* | ***Kaspar – Prince of Cats* by Michael Morpurgo**  Link to topic: local history – docks and White Star Line company building on James Street Outcomes: Character descriptions, reports, letters, advertising leaflet, balanced reportMain Outcome: Newspaper article **Freedom Bird by Jerdine Nolen**  **Outcomes: Writing in role, thought bubbles, dialogue, postcard, recount, poem**  Link to topic: Local history, global history- impact of slavery, plantations in America and life of a slave. Main Outcome: Biography | ***Letters from the Lighthouse*** **by Emma Carroll**  Link to topic: sailing and navigation at sea | ***Hidden Figures: The True Story of Four Black Women and the Space Race* by Margot Lee Shetterly and Laura Freeman** Link to topic: the legacy of astronomers and mathematicians - computer science and space travelOutcomes: Non-chronological Reports, formal persuasive letter, informal letter, diary entry, character descriptions, newspaper report (opinion piece)Main Outcome: Memoir of Dorothy Vaughan ***The Arrival* by Shaun Tan**  Link to topic: local history – migration and refugees Outcomes: Letters, list of rules, character descriptions, diaries, short playscripts, short report, guidesMain Outcome: Extended own version narrative | ***Letters from the Lighthouse*** **by Emma Carroll**  Link to topic: sailing and navigation at sea |
| Year 6  ***Foundation topic***  *History of Music on Merseyside*  *(A Study of an aspect or theme in British History that extends pupil’s chronological knowledge beyond 1066)* | ***The Unforgotten Coat* by Frank Cottrell-Boyce**  Link to topic: set in Bootle; cultural references Outcomes: Diary entries, explanations (sci experiment), dialogue, non-chronological reportsMain Outcome: Own version ‘issues and dilemmas’ narrative ***The Invention of Hugo Cabret by Brian Selznick***  **Film, clocks, inventions, automatons, moving pictures, France, Paris** Outcomes: Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critiqueMain Outcome: Biography | **Caged Bird by Maya Angelou (poetry)**  **Link to topic: the connection between poetry and music** | **Windrush Child by**  **Benjamin Zephaniah**  Link to topic- the impact on Britain’s music as a result of ‘The Windrush’  **Outcomes: Thought bubble, informal letter, poem, diary entry, advice** Main Outcome: **Persuasive pitch to the local council** | ***Cogheart* by Peter Bunzl** (Victoriana/steampunk fantasy) |

Poetry highlighted in Blue.