













Reading Year 3: Scheme of Work

Term	Focus Texts	Links	Destinations (I will be able to)
Autumn 1 How has the River Thames changed London and our local community?	Phonics: Accelerated interventions and support	Whole School Theme: 'We Are a Community'	Word Reading: <ul style="list-style-type: none"> Read aloud independently, taking turns and listening to others. Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words. Apply knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (eg: -in, mis-, dis-, il-, im-, ir-, re-, sub-, inter-, -un) Apply knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (eg: -ly, -ous, -tion, -sion, -ssion, -cian) Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word Comprehension: Word Choice/Vocabulary:  <ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Begin to discuss words and phrases that capture the reader's interest and imagination Begin to identify how language, structure, and presentation contribute to meaning. Retrieval:  <ul style="list-style-type: none"> Ask questions to improve their understanding of a text. Retrieve and record information from non-fiction. Inference:  <ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Prediction:  <ul style="list-style-type: none"> Predict what might happen based on details which have been read. Explain:  <ul style="list-style-type: none"> Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Recognise some different forms of poetry [for example, free verse, narrative poetry]. Summarise/Sequence:  <ul style="list-style-type: none"> Become increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Begin to identify themes and conventions in a wide range of books. Begin to identify main ideas drawn from more than one paragraph and summarising these.
	Fiction: 'The Tower Bridge Cat', Tee Dobinson & Steve Cox (Transition Text)	KS1 Prior Learning: Capital Cities	
	Non-Fiction: 'The Story of London', Richard Brassey	Geography: River Thames and local rivers	
	Poetry: Mentor poetry texts in writing lessons		
Autumn 2 How does where we live affect our art?	Fiction: 'How the Stars Came to be', Poonam Mistry	Whole School Theme: 'We Are Artists'	
	Non-Fiction: 'Between two words - the art and life of Amrita Sher-Gil', Meera Sriram	Art: Artist Study Geography: Mapping India Writing: Fairy Tales	
Spring 1 Could you survive in a concrete jungle?	Fiction: 'A bear called Paddington', Michael Bond. (Traditional text)	Whole School Theme: 'We Are Geographers' - Comparison of Peru & England (London) - Autumn 1 prior learning	
	Non-Fiction: 'A street through time', DK and Steve Noon	History: Concept of chronology	
Spring 2 How does light work?	Fiction: 'Featherlight' - Richard Bunzl	Whole School Theme: 'We are Scientists'	
	Non-Fiction: 'On a beam of light', Jennifer Berne	Science: Light Syllabus - How does light help us see objects? Historical Scientists: Einstein	
Summer 1 Why did people stop roaming and start settling?	Fiction: 'The stolen spear', Saviour Pirota	Whole School Theme: 'We Are Historians'	
	Non-Fiction: 'The stone age: Hunters, Gatherers and woolly mammoths', Marcia Williams	History: Stone, bronze and iron age. Writing: People's History	
	Poetry: 'If I'd been born a caveman', Miles McLeod	Geography: Migration (year 5 and 6)	
Summer 2 Why are the ice caps melting?	Fiction: 'The last polar bears', Harry Horse	Whole School Theme: 'So We Can Change the World'	
	Non-Fiction: Scott's diaries	Geography: Climate change Science: Light (Spring 2 - UV light and ozone layer)	

Reading Year 4: Scheme of Work

Term	Focus Texts	Links	Destinations (I will be able to)		
Autumn 1 What legacy did the Romans leave in Britain?	Fiction: 'Julius Zebra' by Gary Northfield	Whole School Theme: 'We Are a Community' History: <i>Legacy of the Romans in Britain</i> D&T: <i>How do chariots move?</i> Trips: <i>The Rye & Verulamium</i>	Word Reading: <ul style="list-style-type: none"> Read further exception words, noting different pronunciations Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words Apply knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (Appendix 1) Apply knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (Appendix 1) Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 		
	Non-Fiction: 'The Romans: Gods, Emperors and Dormice' by Marcia Williams.				
	Poetry: Mentor poetry texts in writing lessons				
Autumn 2 If you could paint a sound what would it look like?	Fiction: PICTURE BOOK UNIT 'The noisy paint box' by Barb Rosenstock. 'The dreaming giant' by Veronique Massenet and Peggy Nille 'Ish' by Peter H Reynolds 'The Dot' by Peter H Reynolds	Whole School Theme: 'We Are Artists' Art: <i>Artist study: Kandinsky</i>			
	Non-Fiction: Kandinsky Biographies	Geography: <i>Russia (Kandinsky's era)</i> Writing: <i>Character-driven short stories</i>			
Spring 1 Could you survive in the desert?	Fiction: 'Secrets of a Sun King' by Emma Carroll	Whole School Theme: 'We Are Geographers' Geography: <i>Survival in the desert (biome knowledge)</i> History: <i>Ancient Egyptians</i> Writing: <i>Information</i>		Comprehension: Word Choice/Vocabulary:  <ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read. Identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning 	
	Non-Fiction: 'Survival! Desert!' by Bill Rice				
Spring 2 How have inventions changed our lives?	Fiction: 'Clockwork' by Philip Pullman	Whole School Theme: 'We Are Scientists' History: <i>Inventions - Chronology</i> D&T: <i>Constructions - Design an animatronic toy</i> Science: <i>Electricity</i> (Links to Year 6 Text in Spring 2 - 'Hugo')	Retrieval:  <ul style="list-style-type: none"> Ask questions to improve their understanding of a text. Retrieve and record relevant information from non-fiction. 		
	Non-Fiction: 'Mistakes that worked: the world's familiar inventions and how they came to be', Charlotte Foltz Jones				
Summer 1 How did Greek culture spread so far?	Fiction: 'Who Let the Gods Out?' by Maz Evans	Whole School Theme: 'We Are Historians' History: <i>Ancient Greece & Society / Culture</i> Geography: <i>Physical geography of Greece</i> Art: <i>Greek art</i>			Inference:  <ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with appropriate evidence
	Non-Fiction: Horrible Histories: Groovy Greeks				
Summer 2 Why are there more natural disasters than ever?	Fiction: 'Floodland' by Marcus Sedgwick	Whole School Theme: 'So We Can Change The World' Year 3 Prior Learning: <i>Climate Change</i> Geography: <i>Natural disasters, climate change</i> Science: <i>Changing environments (living things & their habitats)</i>		Prediction:  <ul style="list-style-type: none"> Predict what might happen from details stated and implied. 	
	Non-Fiction: 'Earth-shattering events' by Robin Jacobs				
	Poetry: 'Flood', Susan Chetcuti				
			Explain:  <ul style="list-style-type: none"> Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Recognise some different forms of poetry [for example, free verse, narrative poetry]. 		
			Summarise/Sequence:  <ul style="list-style-type: none"> Be familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identify themes and conventions in a wide range of books. Identify main ideas drawn from more than one paragraph and summarising these. 		

Reading Year 5: Scheme of Work

Term	Focus Texts	Links	Destinations (I will be able to)
Autumn 1 Who has left a legacy on our local area?	Fiction: 'The Wind in the Willows', Kenneth Grahame (Traditional Text)	Whole School Theme: 'We Are a Community'	<p>Word Reading:</p> <ul style="list-style-type: none"> Read aloud with intonation that shows understanding Apply growing knowledge of root words, prefixes and suffixes (Appendix 1) both to read aloud and understanding the meaning of new words. <p>Comprehension:</p> <p>Word Choice/Vocabulary:</p> <ul style="list-style-type: none"> Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context. Identify and comment on language and the structural features of a text e.g. the use of subheadings, captions etc. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Retrieval:</p> <ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Ask questions to improve their understanding. Retrieve, record and present information from non-fiction. <p>Inference:</p> <ul style="list-style-type: none"> Draw inferences such as inferring character's feelings, thoughts and motives and explain them by selecting appropriate evidence to justify <p>Prediction:</p> <ul style="list-style-type: none"> Predict what might happen offering an explanation and evidence. <p>Explain:</p> <ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Recommend books that they have read to their peers, giving reasons for their choices. Distinguish between statements of fact and opinion. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. <p>Summarise/Sequence:</p> <ul style="list-style-type: none"> Begin to identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
	Non-Fiction: Biographies of local people	Geography: Local Study	
	Poetry: Mentor poetry texts in writing lessons	Science: Animals, including humans Art: Scientific drawings	
Autumn 2 Why fit in when you were born to stand out?	Fiction: 'Wonder', RJ Palacio	Whole School Theme: 'We Are Artists'	
	Non-Fiction: 'The Story of Life', Catherine Barr	Art: Disabled artists History: Victorians - Disability in society	
Spring 1 Could you survive in the wilderness?	Fiction: 'Holes', Louis Sachar	Whole School Theme: 'We Are Geographers'	
	Non-Fiction: Prairie Grasslands: Our wild eco-systems	Geography: Biome study of the wilderness Writing: Explanations Science: Properties of materials DT: Aqueducts & construction	
Spring 2 Could we survive on another planet?	Fiction: 'Boom', Mark Haddon	Whole School Theme: 'We Are Scientists'	
	Non-Fiction: 'Curiosity: Story of the Mars Rover'	Science: Earth and Space History: Space Race & Cold War (Moon landing) (Year 6 link with WW2) Writing: Graphic Novels DT: Making a mechanical orrery & mars rover	
Summer 1 Why did Vikings travel so far?	Fiction: 'Viking Boy', Tony Bradman	Whole School Theme: 'We Are Historians'	
	Non-Fiction: 'How to be an anglo saxon in 13 easy steps'	Geography: Geography of Scandinavia - Migration and rivers History: Vikings and anglo-saxons Writing: Advocacy Journalism DT: Designing a anglo saxon/ viking feast	
Summer 2 Why do we need to save the bees?	Fiction: 'How to bee', Bren MacDibble	Whole School Theme: 'So We Can Change The World'	
	Non-Fiction: 'The book of Bees', Piotr Socha	Geography: Habitats and Bees and the impact of climate change	
	Poetry: 'Save our Planet', Jessica Robert	Art: Art activism	



Reading Year 6: Scheme of Work

Term	Focus Texts	Links	Destinations (I will be able to)
Autumn 1 What role did our local area play in WW2?	<p>Fiction: 'Letters from the lighthouse', Emma Carroll</p> <p>Non-Fiction: WW2 Propaganda</p> <p>Poetry: Mentor poetry texts in writing lessons</p>	<p>Whole School Theme: 'We Are a Community'</p> <p>Prior learning:</p> <ul style="list-style-type: none"> Cold war (Y5, Spring 2) Local studies (Y3/4/5) London (Y3) <p>History: WW2 and the local impact</p> <p>Geography: Local study</p> <p>Art: Propaganda art</p>	<p>Word Reading:</p> <ul style="list-style-type: none"> Read aloud with intonation that shows good understanding Apply growing knowledge of root words, prefixes and suffixes (Appendix 1) both to read aloud and understanding the meaning of new words. <p>Comprehension:</p> <p>Word Choice/Vocabulary:</p> <ul style="list-style-type: none"> Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context. Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Retrieval:</p> <ul style="list-style-type: none"> Be familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Ask questions to improve their understanding. Retrieve, record and present information from non-fiction. <p>Inference:</p> <ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with precise evidence <p>Prediction:</p> <ul style="list-style-type: none"> Make plausible predictions about what might happen, explaining them with precise evidence. <p>Explain:</p> <ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Recommend books that they have read to their peers, giving reasons for their choices. Distinguish between statements of fact and opinion. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. <p>Summarise/Sequence:</p> <ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
Autumn 2 How did your imagination could change the world?	<p>Fiction: 'Boy in the Tower', Polly Ho-yen</p> <p>Non-Fiction: 'Yayoi Kusama: From here to Infinity', Sarah Suzuki</p> <p>Poetry: 'Overheard in a tower block', Joseph Coelho</p>	<p>Whole School Theme: 'We Are Artists'</p> <p>Art: Yayoi Kusama and sculpture</p> <p>Geography: Study of Japan and culture in the 1930s to now</p> <p>History: Chronology of artist's life</p> <p>Science: Light (Linked to infinity rooms)</p>	<p>Word Choice: Explain new meaning to improve through the words that have been used</p> <p>RETRIEVE: Find and record information</p> <p>INFER: Use evidence from the text to work things out</p> <p>PREDICT: Drawing what might happen next from the text</p> <p>EXPLAIN MEANING: Working out what words mean in the text</p>
Spring 1 How does migration help us survive?	<p>Fiction: 'Boy at the back of the class', Onjali Q. Rauf</p> <p>Non-Fiction: 'Coming to England', Floella Benjamin</p> <p>Poetry: 'Windrush child', John Agard</p>	<p>Whole School Theme: 'We Are Geographers'</p> <p>Geography: Migration (Links to Year 3, 4 & 5 history from stone age, through to romans, through to vikings)</p> <p>History: Windrush</p> <p>Science: Living things & their habitats (animal migration) (links to year 5 Autumn 1 science)</p> <p>Art: Lubaina Himid (migration influenced art)/ DT: Yinka Shonibare (Migration influenced his textiles)</p>	<p>RETRIEVE: Find and record information</p> <p>INFER: Use evidence from the text to work things out</p> <p>PREDICT: Drawing what might happen next from the text</p>
Spring 2 What if electricity was never discovered?	<p>Fiction: 'The Invention of Hugo Cabret', Brian Selznick</p> <p>Non-Fiction: 'Invention of electricity (it changed the world)', Robin Michal Kroontz</p>	<p>Whole School Theme: 'We Are Scientists'</p> <p>History: The history of filmmaking</p> <p>Art: Drawing/ Sketches (Brian Selznick illustrator)</p> <p>Science: Electricity (Links to year 4, Clockwork and study of animatronics)</p>	<p>EXPLAIN MEANING: Working out what words mean in the text</p>
Summer 1 What events led to Islam as we know it today?	<p>Fiction: 'The Golden Horseman of Baghdad', Saviour Pirotta.</p> <p>Non-Fiction: '1001 inventions: The enduring legacy of Muslim civilisation', National Geographic</p>	<p>Whole School Theme: 'We Are Historians'</p> <p>History: Early Islamic Civilisation</p> <p>Art: Islamic geometric designs and calligraphy</p> <p>RE: Islam - How is the Qur'an vital to muslims today?</p>	<p>EXPLAIN MEANING: Working out what words mean in the text</p>
Summer 2 What can we do to change the world?	<p>Fiction: 'Trash', Andy Mulligan</p> <p>Non-Fiction: 'No one is too small to make a different', Greta Thunberg</p>	<p>Whole School Theme: 'So We Can Change The World'</p> <p>Prior Learning: Links to year 3 (ice caps), Year 4 (floods) and Year 5 (saving the bees)</p> <p>Geography: Threats to our planet - Waste and Sustainability</p> <p>DT: Planet friendly meal</p> <p>Science: Evolution and inheritance.</p>	<p>SUMMARISE: Summarise the main points of a text</p>