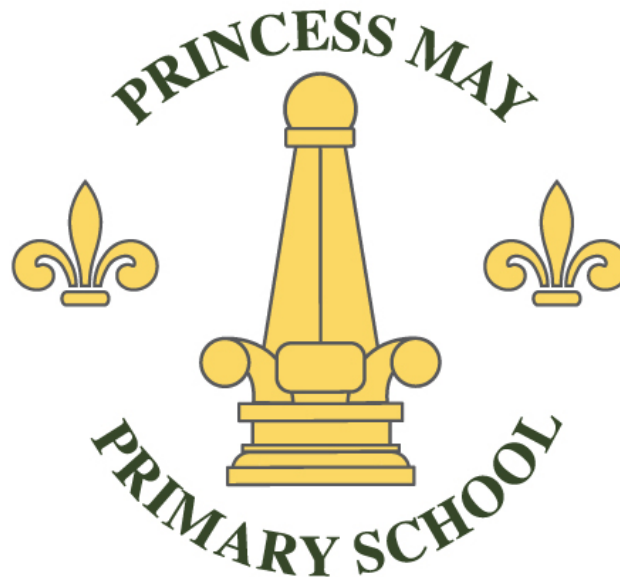


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# CORE TEXTS CURRICULUM MAP

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Princess May Primary School



CORE TEXT SEQUENCE: NURSERY – YEAR 6

LITERACY LEAD: LAURA ARCHER



## English Policy Statement:

### The approach of using literature at the core of English teaching in the primary school

#### Aims

The English national curriculum (2014) states that:

***‘The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.’***

- We believe the exposure of children’s literature within the primary school setting is vital as a **rich context** for learning; not only within English as a subject but to support **building a reading culture** throughout the school.
- We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

#### Methodology

By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum. The national curriculum states that:

***“This guidance is not intended to constrain or restrict teachers’ creativity, simply to provide the structure on which they can construct exciting lessons.”***

This would suggest that a context for learning is vital – and this is where our chosen approach can support teachers with **ensuring that objectives for reading and writing, including those for grammar can have purpose.**

We will always aim for **our writing opportunities to be meaningful**; whether short or long and that the audience is clear. Books offer this opportunity: our final aim would be that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach as is writing a critique of the text and making comparisons – all writing skills that will support children in preparation for their time in secondary school. This sits comfortably alongside the following statement from the English national curriculum:

***‘The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.’***

#### Resourcing and coverage

Through use of The Literary Curriculum we have mapped the coverage of **the entire English Programme of Study for KS1 and KS2, as well as meeting the needs of the statutory** (March 2017) **Early Years Framework**. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. We believe strongly that children should be secure in applying the skills of curriculum 2014 within their writing and their reading and that **this approach is fully comprehensive**. Where needed, planning sequences are adapted, personalised and differentiated by the school to ensure all access arrangements can be made to support children with the requirements.








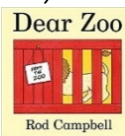




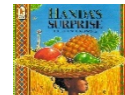





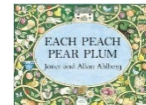









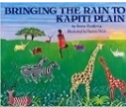



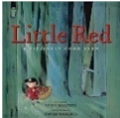



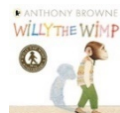



## Princess May Core Texts Curriculum Map

### EYFS Early Learning Goals

Communication and Language Development	Literacy	Understanding of the world	Expressive arts and design
<p>This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.</p> <p><b>ELG 01 Listening and attention:</b></p> <ul style="list-style-type: none"> <li>Children listen attentively in a range of situations</li> <li>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</li> <li>They give their attention to what others say and respond appropriately, while engaged in another activity</li> </ul> <p><b>ELG 02 Understanding:</b></p> <ul style="list-style-type: none"> <li>Children follow instructions involving several ideas or actions</li> <li>They answer 'how' and 'why' questions about their experiences and in response to stories or events</li> </ul> <p><b>ELG 03 Speaking:</b></p> <ul style="list-style-type: none"> <li>Children express themselves effectively, showing awareness of listeners' needs</li> <li>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>They develop their own narratives and explanations by connecting ideas or events</li> </ul>	<p>This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.</p> <p><b>ELG 09 Reading:</b></p> <ul style="list-style-type: none"> <li>Children read and understand simple sentences</li> <li>They use phonic knowledge to decode regular words and read them aloud accurately</li> <li>They also read some common irregular words</li> <li>They demonstrate understanding when talking with others about what they have read</li> </ul> <p><b>ELG 10 Writing:</b></p> <ul style="list-style-type: none"> <li>Children use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>They also write some irregular common words</li> <li>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</li> </ul>	<p>This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p> <p><b>ELG 13 People and communities:</b></p> <ul style="list-style-type: none"> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul> <p><b>ELG 14 The world:</b></p> <ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things</li> <li>They talk about the features of their own immediate environment and how environments might vary from one another</li> <li>They make observations of animals and plants and explain why some things occur, and talk about changes</li> </ul>	<p>This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</p> <p><b>ELG 16 Exploring and using media and materials:</b></p> <ul style="list-style-type: none"> <li>Children sing songs, make music and dance, and experiment with ways of changing them</li> </ul> <p><b>ELG 17 Being imaginative:</b></p> <ul style="list-style-type: none"> <li>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</li> </ul>

EYFS Texts Curriculum Map						
Nursery Core Texts						
Rhythm	Rhyme	Repetition	Interesting Text	Traditional Tales	Diversity Texts	Key Authors
<ul style="list-style-type: none"> <li>We're Going On A Bear Hunt</li> <li>Walking Through The Jungle</li> </ul>	<ul style="list-style-type: none"> <li>Each Peach Pear Plum (no story sack)</li> <li>Peepo (no story sack)</li> <li>The Animal Boogie – Debbie Harter</li> </ul>	<ul style="list-style-type: none"> <li>Dear Zoo</li> <li>Brown Bear, Brown Bear</li> <li>Owl Babies</li> <li>Hungry Caterpillar</li> <li>The Shopping Basket</li> <li>Mr Gumpy's Outing</li> </ul>	<ul style="list-style-type: none"> <li>Where's Spot</li> <li>Jasper's beanstalk</li> <li>Hug</li> <li>The Train Ride</li> <li>The Pig in the Pond</li> <li>Once Upon a Time (John Prater)</li> <li>Would you rather?</li> <li>Supertato – Sue Hendra and Paul Linnet</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the Three Bears</li> <li>The Three Little Pigs</li> <li>Jack and the Beanstalk</li> <li>The Little Red Hen</li> <li>Gingerbread Man</li> </ul>	<ul style="list-style-type: none"> <li>Handa's Surprise</li> <li>And Tango makes three by Justin Richardson and Peter Parnell</li> <li>Baby Goes to Market by Atinuke</li> <li>Barefoot Books Children of the World By Tessa Strickland and Kate DePalma</li> <li>It's a No-Money Day by Kate Milner</li> </ul>	<ul style="list-style-type: none"> <li>Julia Donaldson</li> <li>John Burningham</li> <li>Trish Cooke</li> <li>Anthony Browne</li> <li>Mick Inkpen</li> <li>Eric Carie</li> <li>Emily Gravett</li> <li>Oliver Jeffers</li> <li>Nick Sharratt</li> <li>Allan Ahlberg</li> <li>Jill Murphy</li> <li>Jez Alborough</li> <li>Kate milner</li> </ul>
Reception Core Texts						
Rhythm	Rhyme	Repetition	Interesting Text	Traditional Tales	Diversity Texts	Key Authors
<ul style="list-style-type: none"> <li>Lullaby hullabaloo</li> <li>The Train Ride</li> </ul>	<ul style="list-style-type: none"> <li>Willy the Wimp</li> <li>The Gruffalo</li> <li>Room On The Broom</li> <li>Shark in the Park – Nick Sharratt</li> </ul>	<ul style="list-style-type: none"> <li>Polar Bear, Polar Bear</li> <li>Peace At Last</li> <li>So Much – Trish Cooke</li> <li>The Rainbow Fish</li> <li>Where the Wild Things Are</li> <li>Oi! Frog</li> </ul>	<ul style="list-style-type: none"> <li>The Night Pirates</li> <li>I Will Not Ever Never Eat a Tomato</li> <li>The Tiny Seed</li> <li>The Magic Paintbrush</li> <li>The Tiger Who Came To Tea</li> <li>The Jolly Postman</li> <li>Little Mouse's Big Book of Fears</li> <li>Man on the Moon</li> <li>Oi get off our train</li> <li>The Day the Crayons Quit</li> </ul>	<ul style="list-style-type: none"> <li>Little Red by Lynn Roberts and David Roberts</li> <li>The Billy Goats Gruff</li> <li>The Enormous Turnip</li> <li>Hansel and Gretel</li> </ul>	<ul style="list-style-type: none"> <li>Bringing the Rain to Kapiti Plain</li> <li>The Colour of Home by Mary Hoffman</li> <li>My Two Grannies by Floella Benjamin</li> <li>Ada Twist, Scientist by Andrea Beaty</li> <li>Always and Forever by Alan Durant</li> <li>Yo Soy Muslim: A Father's Letter to His Daughter by Mark Gonzales</li> </ul>	<ul style="list-style-type: none"> <li>Julia Donaldson</li> <li>John Burningham</li> <li>Trish Cooke</li> <li>Anthony Browne</li> <li>Mick Inkpen</li> <li>Eric Carie</li> <li>Emily Gravett</li> <li>Oliver Jeffers</li> <li>Nick Sharratt</li> <li>Allan Ahlberg</li> <li>Jill Murphy</li> <li>Jez Alborough</li> <li>Kate milner</li> </ul>















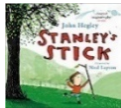




EYFS Texts Curriculum Map					
Nursery Core texts					
<p><b>EYFS:</b> The Nursey core books are almost all very repetitive and rather like songs. This makes them easier for children to join in with so that the experience of reading becomes interactive and the children begin to learn the story as they are read to. In each book, there will be much to discuss so that the children understand the vocabulary as well as what is happening. All of the books have pictures, which support the text but also compliment and add to it. It is important to discuss the pictures and what is happening in them as much as the text. After a while, the children will get to know each story word for word, which can give great confidence to early readers in terms of fluency when reading.</p>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discover – History	Discover – History	Explore – Geography	Explore – Geography	Create – Arts	Create – Arts
Planning in the Moment 	Planning in the Moment 	Planning in the Moment 	Planning in the Moment 	Planning in the Moment 	Planning in the Moment 
Nursery Literacy Texts	Nursery Literacy Texts	Nursery Literacy Texts	Nursery Literacy Texts	Nursery Literacy Texts	Nursery Literacy Texts
<p>Where's Spot? By Eric Hill</p>  <p>Dear Zoo by Rod Campbell</p> 	<p>We're Going on a Bear Hunt by Michael Rosen</p>  <p>Brown Bear, Brown Bear, What Do You See? By Bill Martin Jnr and Eric Carle</p> 	<p>Jasper's Beanstalk by Nick Butterworth and Mick Inkpen</p>  <p>The Very Hungry Caterpillar by Eric Carle</p> 	<p>Handa Surprise by Eileen Browne</p>  <p>Owl Babies by Martin Waddell</p>  <p>Naughty Bus by Jan Oke and Jerry Oke</p> 	<p>The Little Red Hen by Ronne Randall</p>  <p>Wonky Donkey Book by Craig Smith</p> 	<p>Baby goes to market by Atinuke</p>  <p>Each Peach Pear Plum by Allan and Janet Ahlberg</p> 
Non-Fiction and Poetry					
<p><b>Nursery Rhymes</b> <b>Poem:</b> At the Zoo by A.A.Milne <b>Non-fiction:</b> Peep Inside The Zoo by Anna Milbourne</p>	<p><b>Nursery Rhymes</b> <b>Poem:</b> I'd Love to Be a Fairy's Child by Robert Graves <b>Non-fiction:</b> A Book of Bears: At Home with Bears Around the World by Katie Vagers</p>	<p><b>Nursery Rhymes</b> <b>Poem:</b> Lettuce Mary by Anon <b>Non-fiction:</b> Lifecycles: Caterpillar to Butterfly by Camilla De La Bedoyere</p>	<p><b>Nursery Rhymes</b> <b>Poem:</b> Owl Poem by John Hegley <b>Non-fiction:</b> Flip Flap Safari by Axel Scheffler National Geographic Kids Readers: Owls by Laura Mars</p>	<p><b>Nursery Rhymes</b> <b>Poem:</b> Old MacDonald Had A Farm <b>Non-fiction:</b> Lifecycles: Egg to Chicken by Camilla de la Bedoyere</p>	<p><b>Nursery Rhymes</b> <b>Poem:</b> From a Railway Carriage by Robert Louis Stevenson <b>Non-fiction:</b> See Inside Trains by Emily Bone</p>

EYFS Texts Curriculum Map					
Reception Core Texts					
<p><b>EYFS:</b> The Nursey core books are almost all very repetitive and rather like songs. This makes them easier for children to join in with so that the experience of reading becomes interactive and the children begin to learn the story as they are read to. In each book, there will be much to discuss so that the children understand the vocabulary as well as what is happening. All of the books have pictures, which support the text but also compliment and add to it. It is important to discuss the pictures and what is happening in them as much as the text. After a while, the children will get to know each story word for word, which can give great confidence to early readers in terms of fluency when reading.</p>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discover – History	Discover – History	Explore – Geography	Explore – Geography	Create – Arts	Create – Arts
Planning in the Moment 	Planning in the Moment 	Planning in the Moment 	Planning in the Moment 	Planning in the Moment 	Planning in the Moment 
Reception Literacy Texts	Reception Literacy Texts	Reception Literacy Texts	Reception Literacy Texts	Reception Literacy Texts	Reception Literacy Texts
<p>Where the Wild Things Are by Maurice Sendak </p> <p>Bringing the Rain to Kapiti Plain by Verna Aardema </p>	<p>I am Henry Finch by Alexis Deacon </p> <p>Look Up! by Nathan Bryon </p>	<p>The Magic Paintbrush by Julia Donaldson and Joel Stewart </p> <p>Little Red by Lynn Roberts and David Roberts </p>	<p>The Tiny Seed by Eric Carle </p> <p>The Extraordinary Gardener by Sam Boughton </p> <p>I Will Not Ever Never Eat a Tomato by Lauren Child </p>	<p>Willy the Wimp by Anthony Browne </p> <p>The Night Pirates by Pete Harris and Deborah Allwright </p>	<p>So Much by Trish Cooke and Helen Oxenbury </p> <p>Oi! Frog by Kes Gray and Jim Field </p>
Non-Fiction and Poetry					
<p><b>Nursery Rhymes</b> <b>Poem:</b> On A Wildlife Safari by Rajesh Thankappan <b>Non-fiction:</b> All Are Welcome by Alexandra Penfold</p>	<p><b>Nursery Rhymes</b> <b>Poem:</b> Infant Joy by William Blake <b>Non-fiction:</b> The Barefoot Books Children of the World by Tessa Strickland</p>	<p><b>Nursery Rhymes</b> <b>Poem:</b> Who has seen the wind by Christina Rossetti <b>Non-fiction:</b> Hello, World! Weather by Jill McDonald</p>	<p><b>Nursery Rhymes</b> <b>Poem:</b> The Fairy School under the Loch by John Rice <b>Non-fiction:</b> RHS Let's Get Gardening by Royal Horticultural Society</p>	<p><b>Nursery Rhymes</b> <b>Poem:</b> Fly Away, Fly Away Over the Sea by Christina Rossetti <b>Non-fiction:</b> Findout! Pirates by DK</p>	<p><b>Nursery Rhymes</b> <b>Poem:</b> Frog and Toad by J. Patrick Lewis The Dragonfly by Lord Alfred Tennyson <b>Non-fiction:</b> Pond (Look Inside) by Louise Spilsbury</p>

## KS1 Texts Curriculum Map

### Year 1 Core Texts

**KS1:** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.








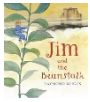




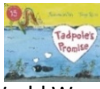

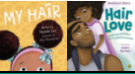










Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discover – History	Discover – History	Explore – Geography	Explore – Geography	Create – Arts	Create – Arts
<b>Journeys &amp; exploration</b> 	<b>Heroes &amp; villains</b> 	<b>Similarities &amp; differences</b> 	<b>Friendship &amp; kindness</b> 	<b>Nature &amp; environment</b> 	<b>Imagination &amp; creativity</b> 
<b>Year 1 Literacy Texts</b>	<b>Year 1 Literacy Texts</b>	<b>Year 1 Literacy Texts</b>	<b>Year 1 Literacy Texts</b>	<b>Year 1 Literacy Texts</b>	<b>Year 1 Literacy Texts</b>
Astro Girl by Ken Wilson-Max  Billy and the Beast by Nadia Shireen 	Dinosaurs and all that Rubbish by Michael Foreman;  Send for a Superhero by Michael Rosen and Katharine McEwen 	The odd egg by Emily Gravett  The Sea Saw by Tom Percival 	Lost and Found by Oliver Jeffers *book and film  Yeti and the Bird by Nadia Shireen 	Stanley's Stick by John Hegley  The Proudest Blue: A story of Hijab and Family by Ibtihaj Muhammad  Paddington's Post by Michael Bond *book and film 	Iggy Peck, Architect by Andrea Beatty and David Roberts  Julian is a Mermaid by Jessica Love 
Non-Fiction and Poetry					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery Rhymes</b> <b>Poem:</b> Pie Corbett's Space Poems <b>Non-fiction:</b> Look Inside: Space by Rob Lloyd Jones	<b>Nursery Rhymes</b> <b>Poem:</b> Dinosaur Poems by Paul Cookson <b>Non-fiction:</b> Toys and Games by Sally Hewitt	<b>Nursery Rhymes</b> <b>Poem:</b> Days by Tony Mitton <b>Non-fiction:</b> Weather & Climate by Katie Daynes Tree: Seasons Come, Seasons Go by Patricia Hegarty, Little kids first big book of weather by Karen De Seve	<b>Nursery Rhymes</b> <b>Poem:</b> Antarctica by Derek Mahon <b>Non-fiction:</b> Antarctica by Lucy Bowman	<b>Nursery Rhymes</b> <b>Poem:</b> British National Anthem <b>Non-fiction:</b> Pop-up Kings and Queens by Rachel Saunders	<b>Nursery Rhymes</b> <b>Poem:</b> The Meadow Mouse by Theodore Roethke <b>Non-fiction:</b> Cool Architecture by Simon Armstrong



## KS1 Texts Curriculum Map

### Year 2 Core Texts

**KS1:** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discover – History	Discover – History	Explore – Geography	Explore – Geography	Create – Arts	Create – Arts
<b>Castles /A twist in the Tale</b> 	<b>Significant individuals/Creation &amp; conservation</b> 	<b>Let's Go on a Safari/ Bravery vs. Fear</b> 	<b>Seas and Coasts/ Relationships &amp; acceptance</b> 	<b>Let's Explore London/ Fantasy &amp; fiction</b> 	<b>The Great Fire of London/ Urban metropolis</b> 
Year 2 Literacy Texts	Year 2 Literacy Texts	Year 2 Literacy Texts	Year 2 Literacy Texts	Year 2 Literacy Texts	Year 2 Literacy Texts
Goldilocks & the Three Bears by Lauren Child, You & Me by Anthony Browne and Goldilocks & Just the One Bear by Leigh Hodgkinson  Jim and the Beanstalk by Raymond Briggs 	The Journey Home by Frann Preston-Gannon  We Are Water Protectors by Carole Lindstrom 	The Minpins by Roald Dahl and Patrick Benson  The Bear and the Piano by David Litchfield 	Tadpole's Promise by Jeanne Willis and Tony Ross  If All the World Were by Joseph Coelho  My Hair by Hannah Lee/ Hair Love by Matthew Cherry <b>Book and Film</b> 	The Dragon Machine by Helen Ward and Wayne Anderson  Ocean Meets Sky by Eric Fan and Terry Fan 	The Great Fire of London by Emma Adams and James Weston Lewis  Rosie Revere, Engineer by Andrea Beatty and David Roberts 
Year 2 Reading text	Year 2 Reading text	Year 2 Reading text	Year 2 Reading text	Year 2 Reading text	Year 2 Reading text
Cinderella: An Art Deco Fairy Tale by Lynn Roberts-Maloney and David Roberts 	There's a Rang-Tan in My Bedroom by James Sellick and Frann Preston-Gannon 	Spider and the Fly by Mary Howitt and Tony DiTerlizzi 	Fanatical about Frogs by Owen Davey 	Ada Twist and the Perilous Pantaloons by Andrea Beatty 	The Street Beneath my Feet by Charlotte Guillain 
Non-Fiction and Poetry					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Poem:</b> A Minor Bird by Robert Frost <b>Non-fiction:</b> A Book of Bears by Katie Viggers	<b>Poem:</b> Poems about Nature and conservation <b>Non-fiction:</b> Planet Earth by Oliver Jeffers	<b>Poem:</b> Promise by Jackie Kay <b>Non-fiction:</b> The Big Book of the Blue by Yuval Zommer	<b>Poem:</b> I am Enough by Grace Byers <b>Non-fiction:</b> The Old Man by Sarah V	<b>Poem:</b> Travel by Edna St Vincent Millay <b>Non-fiction:</b> National Geographic Little Kids First Big Book of Things That Go by Karen De Seve	<b>Poem:</b> London's Burning by Anon; Buckingham Palace by A.A.Milne <b>Non-fiction:</b> The Great Fire of London (Beginning History) by Liz Gogerly; The National Archives: The Buildings That Made London by David Long



## Lower KS2 Texts Curriculum Map

### Year 3 Core Texts

**KS2:** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discover – History	Discover – History	Explore – Geography	Explore – Geography	Create – Arts	Create – Arts
<b>Prehistoric Britain</b> 	<b>Shang Dynasty</b> 	<b>Villages, Towns and Cities</b> 	<b>Mountains, Volcanoes and Earthquakes</b> 	<b>Ancient Greece</b> 	<b>Water, Weather and Climate</b> 
Year 3 Literacy Texts	Year 3 Literacy Texts	Year 3 Literacy Texts	Year 3 Literacy Texts	Year 3 Literacy Texts	Year 3 Literacy Texts
The First Drawings by Mordcai Gerstein  The Heart and the Bottle by Oliver Jeffers 	Leon and the Place Between by Angela McAllister  The Tear Thief by Carol Ann Duff 	The BFG by Roald Dahl *book and film  The Tin Forest by Helen Ward 	Escape from Pompeii by Christina Balit  Cloud Tea Monkeys by Elspeth Graham and Mal Peet 	The Mysteries of Harris Burdick by Chris Van Allsberg  How to Live Forever by Colin Thompson 	Cinderella of the Nile by Beverley Naidoo  Flotsam by David Wiesner 
Destination Reader Text	Destination Reader Text	Destination Reader Text	Destination Reader Text	Destination Reader Text	Destination Reader Text
Lost Species by Jess French and Daniel Long 	The Lost Spells by Robert Macfarlane and Jackie Morris  I am the Seed that Grew the Tree by Fiona Waters 	The BFG by Roald Dahl *book and film 	Earth Shattering Events by Robin Jacobs and Sophie Williams 	Arthur and the Golden Rope by Joe Todd Stanton 	Africa, Amazing Africa by Atinuke 
Non-Fiction and Poetry					
<b>Poem:</b> Friendship by Cole Porter <b>Non-fiction:</b> Stone Age by Jerome Martin Stone, Bronze and Iron Ages by Sonya Newland	<b>Poem:</b> The Lost Words by Robert Macfarlane <b>Non-fiction:</b> Shang Dynasty China (Great Civilisations) by Tracey Kelly	<b>Poem:</b> Friendship by Cole Porter <b>Non-fiction:</b> A Street Through Time: A 12,000 Year Journey Along the Same Street by Steve Noon	<b>Poem:</b> Spring by William Blake <b>Non-fiction:</b> Everything: Volcanoes and Earthquakes by National Geographic Kids	<b>Poem:</b> I'll Tell You How The Sun Rose by Emily Dickinson <b>Non-fiction:</b> So You Think You've Got It Bad? A Kid's Life in Ancient Greece by Chae Strathie	<b>Poem:</b> The Rainy Day by Wadsworth Longfellow <b>Non-fiction:</b> Everything: Weather by National Geographic Kids

## Lower KS2 Texts Curriculum Map

### Year 4 Core Texts

**KS2:** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discover – History	Discover – History	Explore – Geography	Explore – Geography	Create – Arts	Create – Arts
<b>Roman Britain</b> 	<b>Anglo-Saxons and Scots</b> 	<b>Rivers</b> 	<b>Migration</b> 	<b>Vikings</b> 	<b>Natural Resources</b> 
Year 4 Literacy Texts	Year 4 Literacy Texts	Year 4 Literacy Texts	Year 4 Literacy Texts	Year 4 Literacy Texts	Year 4 Literacy Texts
The Iron Man by Ted Hughes and Laura Carlin  Tar Beach by Faith Ringgold 	Winter's Child by Angela McAllister and Grahame Baker Smith  Varmints by Helen Ward and Marc Craste *book and film 	FARTHER by Grahame Baker Smith  Until I Met Dudley by Roger McGough and Chris Riddell 	Shackleton's Journey by William Grill  Rabbits by John Marsden and Shaun Tan 	Odd and the Frost Giants by Neil Gaiman and Chris Riddell  The Matchbox Diary by Paul Fleischman and Bagram Ibatoulline 	The Lion, The Witch and The Wardrobe by CS Lewis 
Destination Reader Text	Destination Reader Text	Destination Reader Text	Destination Reader Text	Destination Reader Text	Destination Reader Text
The undefeated by Kwame Alexander 	The Humans by Jonny Marx and Charlie Davis 	Varjak Paw by S. F. Said 	The Polar Bear Explorers' Club by Alex Bell 	Viking Voyages by Jack Tite 	The Lion, The Witch and The Wardrobe by CS Lewis 
Non-Fiction and Poetry					
<b>Poem:</b> The Coming of the Iron Man by Brenda Williams <b>Non-fiction:</b> See Inside Ancient Rome by Katie Daynes and Young Gifted and Black: Meet 52 Black Heroes from Past and Present by Jamia Wilson	<b>Poem:</b> All That Is Gold Does Not Glitter by J.R.R. Tolkien <b>Non-fiction:</b> Horrible Histories Smashing Saxons by Terry Dreary and Martin Brown	<b>Poem:</b> The Midnight Skaters by Roger McGough Digging by Seamus Heaney <b>Non-fiction:</b> Rivers (World Feature Focus) by Rebecca Kahn	<b>Poem:</b> Refugees by Brian Bilston <b>Non-fiction:</b> Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions by Michael Rosen, Refugees and Migrants (Children in Our World) by Ceri Roberts	<b>Poem:</b> Paper Boats by Rabindranath Tagore Forecasts by Jean Kenward <b>Non-fiction:</b> Horrible Histories Vicious Vikings by Terry Dreary and Martin Brown	<b>Poem:</b> Bee! I'm Expecting You! By Emily Dickinson <b>Non-fiction:</b> A Kid's Guide to Climate Change and Global Warming by Jack L Roberts Why Do We Need Bees? By Katie Daynes, The Bee Book by Charlotte Milner

### Upper KS2 Texts Curriculum Map

#### Year 5 Core Texts









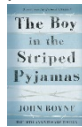










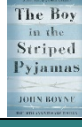




**KS2:** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discover – History	Discover – History	Explore – Geography	Explore – Geography	Create – Arts	Create – Arts
<b>Benin Kingdom</b> 	<b>Medieval Monarchs</b> 	<b>Slums</b> 	<b>Biomes</b> 	<b>Middle East</b> 	<b>Energy and Sustainability</b> 
Year 5 Literacy Texts	Year 5 Literacy Texts	Year 5 Literacy Texts	Year 5 Literacy Texts	Year 5 Literacy Texts	Year 5 Literacy Texts
<i>Children of the Benin Kingdom</i> by Dinah Orji  <i>Hidden Figures</i> by Margot Lee Shetterly and Laura Freeman <b>*book and film</b> 	<i>Beowulf</i> by Michael Morpurgo  <i>Francis</i> by Dave Eggers <b>*short film</b> 	<i>The Lost Thing</i> by Shaun Tan <b>*book and film</b>  <i>Anne Frank</i> by Josephine Poole 	<i>The Tempest</i> by William Shakespeare, Helen Street and Charly Cheung  <i>Can We Save the Tiger?</i> by Martin Jenkins and Vicky White 	<i>The Island</i> by Armin Greder  <i>The Man Who Walked Between the Towers</i> by Mordicai Gerstein 	<i>Percy Jackson</i> by Rick Riordan 
Destination Reader Text	Destination Reader Text	Destination Reader Text	Destination Reader Text	Destination Reader Text	Destination Reader Text
<i>Black and British: A Short, Essential History</i> by David Olusoga 	<i>The Listeners</i> by Walter de la Mare 	<i>Trash</i> by Andy Mulligan <b>*book and film</b> 	<i>The Explorer</i> by Katherine Rundell 	<i>The Boy at the Back of the Class</i> by Onjali Q. Rauf 	<i>Who Let the Gods Out</i> by Maz Evans 
Non-Fiction and Poetry					
<b>Poem:</b> Harriet Tubman by Eloise Greenfield, I Have A Dream by Martin Luther King Jr <b>Non-fiction:</b> Benin (Explore!) by Izzi Howell, The Place for Me: Stories About the Windrush Generation by Dame Floella Benjamin	<b>Poem:</b> Oranges and Lemons by Anon <b>Non-fiction:</b> Medieval Life by DK Eyewitness	<b>Poem:</b> Give by Simon Armitage Ode on the Loss of the Titanic by Geoffrey Hill <b>Non-fiction:</b> What A Waste: Rubbish, Recycling, and Protecting our Planet by Jess French	<b>Poem:</b> Extinct by Mandy Coe <b>Non-fiction:</b> Survivors by David Long and Kerry Hyndman, The Incredible Ecosystems of Planet Earth by Rachel Ignatofsky	<b>Poem:</b> Malala by Michaela Morgan <b>Non-fiction:</b> The Missile by Michael Leunig <b>Non-fiction:</b> My Name is Parvana by Deborah Ellis <b>Non-fiction:</b> Malala: My Story of Standing Up for Girls' Rights by Malala Yousafzai	<b>Poem:</b> Great Greeks: Fun poems for kids about Ancient Greece by Paul Perro <b>Non-fiction:</b> Meet the Ancient Greeks by James Davies

## Upper KS2 Texts Curriculum Map

### Year 6 Core Texts

**KS2:** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discover – History	Discover – History	Explore – Geography	Explore – Geography	Create – Arts	Create – Arts
<b>Industrial Revolution</b> 	<b>Twentieth Century Conflicts</b> 	<b>Population</b> 	<b>Local Fieldwork</b> 	<b>Civil Rights</b> 	<b>Globalisation</b> 
Year 6 Literacy Text	Year 6 Literacy Text	Year 6 Literacy Text	Year 6 Literacy Text	Year 6 Literacy Text	Year 6 Literacy Text
The Invention of Hugo Cabret by Brian Selznick  The Giant's Necklace by Michael Morpurgo 	The Boy in the Striped Pyjamas by John Boyne <b>Book and film</b>  Romeo and Juliet by William Shakespeare, Helen Street and Charly Cheung <b>*book and film</b> 	The Unforgotten Coat by Frank Cottrell Boyce  The Arrival by Shaun Tan 	The Last Wild by Piers Tordy  The Last Bear by Hannah Gold 	Holes by Louis Sachar  The Promise by Nicola Davies and Laura Davies 	Suffragette: The Battle for Equality by David Roberts  HerStory: 50 Women and Girls Who Shook the World by Katherine Halligan 
Destination Reader Text	Destination Reader Text	Destination Reader Text	Destination Reader Text	Destination Reader Text	Destination Reader Text
The Invention of Hugo Cabret by Brian Selznick 	The Boy in the Striped Pyjamas by John Boyne <b>Book and film</b> 	On the Move by Michael Rosen 	The Last Wild by Piers Tordy 	Caged Bird by Maya Angelou 	Politics for Beginners by Louie Stowell 
Non-Fiction and Poetry					
<b>Poem:</b> Spellbound by Emily Bronte <b>Non-fiction:</b> The Industrial Revolution for Kids by Cheryl Mullenbach	<b>Poem:</b> Poems from the Second World War by Gaby Morgan; First they came for the Jews by Martin Niemöller; Dulce Et Decorum Est by Wilfred Owen <b>Non-fiction:</b> Anne Frank by Josephine Poole, My Secret War Diary by Flossie Albright, Second World War by Rob Lloyd Jones	<b>Poem:</b> Thumbprint by Eve Merriam <b>Non-fiction:</b> Mongolian Empire: History for kids: A captivating guide to a remarkable Genghis Khan & the Mongol Empire by Dinobibi Publishing	<b>Poem:</b> The Secret Song by Margaret Wise Brown <b>Non-fiction:</b> Stoke Newington by Gavin Smith	<b>Poem:</b> My First Day at School by Michaela Morgan, Rosa Parks – 1 <sup>st</sup> December 1955 by Joseph Coelho <b>Non-fiction:</b> Civil Rights Movement: History for kids: America's Civil Rights Years, 1954-1965 by Dinobibi Publishing	<b>Poem:</b> Refugee Blues by W.H.Auden <b>Non-fiction:</b> The Three Little Pigs Project by The Guardian <b>*film*</b>