




		AUTUMN TERM		SPRING TERM		SUMMER TERM		
Year 3 Writing	THROUGH THE AGES (History Focus)		ROCKS, RELICS AND RUMBLES (Geography Focus)		EMPERORS AND EMPRIES (History Focus)			
								
	Autumn 1 (6 weeks 4 days)		Autumn 2 (7 weeks)		Spring 1 (5 weeks 4 days)		Spring 2 (4 weeks 4 days)	
	Summer 1 (5 weeks 4 days)		Summer 2 (7 weeks)					
	<u>Week 1 and 2</u>		<u>Week 1 – 3</u>		<u>Week 1 – 3</u>		<u>Week 1 -3</u>	
Handwriting practice and simple sentence work		Fiction - Character description - Stone Age Boy		Fiction - Setting description – Escape from Pompeii		Fiction – Adventure Story – Stranded! A mostly true story from Iceland.		
<u>Week 3</u>		<u>Week 4 – 7</u>		<u>Week 4 -6</u>		<u>Week 4-5</u>		
Creative writing - picture stimulus		Non-fiction – Information Text - Stone Age		Non -fiction - 3 diary entries – before, during, after the volcanic eruption of Pompeii		Non-fiction - Non-Chronological Report – Nature’s Fireworks and Volcanoes		
<u>Week 4 – 7</u>						<u>Week 5 -6</u>		
Fiction - Setting Description – Stone Age settlement picture.						Non-fiction – Historical Poem		
						<u>Week 1 -4</u>		
						Fiction- Innovated Myth – Romulus and Remus		
						<u>Week 1 -4</u>		
						Non- Fiction - Biography – Roman emperors		
						<u>Week 5-7</u>		
						Fiction - Letter – Roman Soldier		

BAME (Black, Asian, and Minority Ethnic) Links
 Autumn Term – Stone Age Boy:
 Satoshi Kitamura is a BAME author and illustrator

Opportunity for enhancement:
 Introduce comparative writing about different ancient civilizations beyond Europe (e.g. Ancient Benin or the Indus Valley).

Safeguarding Links
 Spring 2 – Diary Entries about Pompeii:
 These can touch on feelings of danger, loss, and displacement, which are opportunities to explore empathy, emotional safety, and how people respond to disasters.

Autumn Term – Stone Age Boy:
 Potential for discussion around stranger danger, time travel scenarios, and making safe choices

Rights Respecting Links
 Summer 2 – Letter from a Roman Soldier:
 Can link to children's right to education, safety, and protection from conflict. Discuss how rights were different in Roman times compared to now.

Spring 2 – Non-Chronological Report on Volcanoes:
 Opportunity to explore the right to safe shelter and protection from natural disasters (UNCRC Article 27).

Autumn Term – Stone Age Contexts:
 Discuss children’s right to play, education, and protection, comparing then and now.

SMSC (Spiritual, Moral, Social, Cultural) Links
 Autumn and Summer Terms – Historical Texts:
 Explore moral dilemmas, societal rules, and cultural practices in the Stone Age and Roman eras.

Spring 2 – Pompeii Diaries:
 Emotional and spiritual reflections on loss, family, survival, and community.

Poetry Units (Spring 2 & Summer 1):
 Encourage spiritual expression and creative thought, which supports emotional development.



Thames View Junior School – Reading and Writing Overview

BAME
Rights Respecting
Safeguarding
SMSC



AUTUMN TERM		SPRING TERM		SUMMER TERM		
	Autumn 1 (6 weeks 4 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (4 weeks 4 days)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
Year 3 Reading	<u>Week 1 (4 days)</u> Baseline Assessment, Accelerated reader, Reading for Pleasure, Narrative - Stone Age Tales Prediction	<u>Week 1-2</u> Non- Fiction – Stone Age to Iron Age Prediction, Vocabulary, Retrieval	<u>Week 1-2</u> Fiction – Escape from Pompeii Inference, Prediction, Retrieval	<u>Week 1-2</u> Fiction – Adventure Story – Stranded! A mostly true story from Iceland. Prediction, Retrieval, Inference, Vocabulary	<u>Week 1 – 2</u> Fiction – Goose Guards All VIPERS	Week 1 – 3 Non-fiction- Ancient Rome All VIPERS
	<u>Week 2-3</u> Narrative - Stone Age Tales Immersion Chap 1, Retrieval Immersion Chap 2, Retrieval	<u>Week 3</u> Mixed VIPERS	<u>Week 3</u> Mixed VIPERS	<u>Week 3</u> Mixed VIPERS	<u>Week 3</u> Mixed VIPERS	Week 4 Mixed VIPERS
	<u>Week 4</u> Mixed VIPERS	<u>Week 4 -6</u> Narrative – Stone Age Boy Prediction, Vocabulary, Retrieval	<u>Week 4-5</u> Poetry – The Volcano by Judy Billcliff Vocabulary, Retrieval	<u>Week 4 – 5</u> Nature’s Fireworks and Volcanoes Prediction, Retrieval, Inference, Vocabulary	Week 4-5 Non-Fiction – The Romans Vocabulary, Retrieval	Week 5 – 7 Non-fiction – Boudica All VIPERS
	<u>Week 5 -6</u> Non- Fiction – Stone Age Prediction, Vocabulary, Retrieval	<u>Week 7</u> Poetry – Caveman Vocabulary, Retrieval				
	<u>Week 7</u> Mixed VIPERS		<u>Week 6</u> Mixed VIPERS		<u>Week 6</u> Mixed VIPERS	

BAME (Black, Asian and Minority Ethnic) Links
Spring 1 - Escape from Pompeii: While not BAME in a modern sense, it involves historical Roman culture, which can support discussions around ethnicity and migration in ancient times.
 Autumn Term – Stone Age Boy:
 Satoshi Kitamura is a BAME author and illustrator

Safeguarding Links
Stranded! A mostly true story from Iceland: Adventure story that could touch on child safety and resilience.
Escape from Pompeii, The Volcano and Natures Fireworks: Covers natural disaster; can be a platform for discussing danger awareness and emotional response.

Rights Respecting Links
Boudica, The Romans and Ancient Rome: Focus on resistance, autonomy, and leadership, which can lead into discussions on rights and justice.

SMSC (Spiritual, Moral, Social, Cultural) Links
Goose Guards: Likely includes themes of responsibility and community.
Stone Age Tales, Stone Age Boy, Caveman: Opportunities to reflect on human development, culture, and community.

		AUTUMN TERM		SPRING TERM		SUMMER TERM						
Year 4 Writing	INVASION (History Focus) 		MISTY MOUNTAINS, WINDING RIVERS (Geography Focus) 		ANCIENT CIVILISATIONS (History Focus) 							
	Autumn 1 (6 weeks 4 days)		Autumn 2 (7 weeks)		Spring 1 (5 weeks 4 days)		Spring 2 (4 weeks 4 days)		Summer 1 (5 weeks 4 days)		Summer 2 (7 weeks)	
	<u>Week 1 and 2</u> Handwriting practice and simple sentence work		<u>Week 1 – 4</u> Fiction- Narrative – Rumpelstiltskin		<u>Week 1 – 3</u> Fiction- Setting description – Flood		<u>Week 1 – 3</u> Fiction – Newspaper report based on The Flood		<u>Week 1 – 4</u> Fiction- Narrative – Marcy and the Sphinx		<u>Week 1 -4</u> Diary Entry – Marcy and the Sphinx	
	<u>Week 3</u> Creative writing - picture stimulus											
<u>Week 4 – 7</u> Fiction- Fairy Tale – Magic Porridge Pot		<u>Week 5-7</u> Non-Fiction - Non-Chronological Report – Anglo Saxons		<u>Week 4 -6</u> Police Transcript – The Abominables		<u>Week 4 -5</u> Non-fiction - Explanation Text – the Water Cycle		<u>Week 5-6</u> Non-fiction - Cinquain Poem – Ancient Egyptian civilisations		<u>Week 5 -7</u> Instructional Text – How to mummify a body		

BAME (Black, Asian, and Minority Ethnic) Links

Summer Term – Ancient Civilisations Theme
Marcy and the Sphinx (inspired by Egyptian mythology) introduces a non-European culture and offers opportunities to explore diverse histories.

Non-fiction reports on Howard Carter and Egyptian culture can be used to examine representation of African history and encourage discussion on how histories are told.

Opportunity for Enhancement:

Include texts or figures from wider BAME backgrounds, e.g. authors of African or Asian heritage, or link to civilisations such as Ancient Benin or the Islamic Golden Age to broaden representation

Safeguarding Links

Spring 2 – The Abominables (Police Transcript):

Potential for discussions around stranger danger, protection, and moral judgement.

Autumn 1 – Rumpelstiltskin and Magic Porridge Pot:

These traditional tales can raise issues of coercion, manipulation, or consent, creating space to discuss emotional safety, making safe choices, and personal boundaries.

Rights Respecting Links

Summer Term – Egyptian Civilisation and Mummification:

Opportunity to compare children’s rights now vs. in the past (e.g. education, health, protection from harm).

Spring 2 – Water Cycle (Explanation Text):

Can be linked to UNCRC Article 24 – right to clean water and a safe environment.

Spring 1 – Setting Description: Flood:

Opens discussion on natural disasters, linking to children’s right to safety and shelter.

SMSC (Spiritual, Moral, Social, Cultural) Links

Autumn Term – Traditional Tales:

Explore moral dilemmas, justice, truth, and cultural storytelling traditions.

Spring 1 & 2 – Flood and Water Cycle:

Environmental themes encourage spiritual reflection on nature and our responsibility.

Summer Term – Ancient Egypt:

Investigate cultural beliefs, burial practices, and religion, supporting spiritual and cultural development.



Thames View Junior School – Reading and Writing Overview

BAME
Rights Respecting
Safeguarding
SMSC






		AUTUMN TERM		SPRING TERM		SUMMER TERM	
Year 4 Reading		Autumn 1 (6 weeks 4 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (4 weeks 4 days)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
		<u>Week 1 (4 days)</u> Accelerated reader, Reading for Pleasure, Fiction - The Shepherd who ate his Sheep Prediction	<u>Week 1-2</u> Non- Fiction – Explore! Anglo Saxons Vocabulary, Retrieval	<u>Week 1-2</u> Fiction – The Abominables	<u>Week 1-2</u> Fiction – Through the Digestive System Inference, prediction, summarise	<u>Week 1 – 2</u> Fiction – Marcy and the Riddle of the Sphinx All VIPERS	<u>Week 1 – 3</u> Fiction – Marcy and the Riddle of the Sphinx All VIPERS
		<u>Week 2-3</u> Fiction - The Shepherd who ate his Sheep Immersion Chap 1, Retrieval Immersion Chap 2, Retrieval	<u>Week 3</u> Test Practice Week Mixed VIPERS	<u>Week 3</u> Test Practice Week Mixed VIPERS	<u>Week 3</u> Test Practice Week Mixed VIPERS	<u>Week 3</u> Test Practice Week Mixed VIPERS	Week 4 Test Practice Week Mixed VIPERS
		<u>Week 4</u> Test Practice Week Mixed VIPERS	<u>Week 4 -7</u> Fiction – 1066 Prediction, Vocabulary, Retrieval, Inference	<u>Week 4-5</u> Poetry – The Storm Vocabulary, Retrieval	<u>Week 4 – 5</u> Non- fiction – The water cycle Vocabulary, explain, retrieval	Week 4-5 Non-Fiction – Everything: Ancient Egypt All VIPERS	Week 5 – 7 Non-fiction – Tutankhamun’s Tomb All VIPERS
		<u>Week 5-6</u> Non- Fiction – Anglo Saxon Kings Vocabulary, Retrieval					
		<u>Week 7</u> Mixed VIPERS		<u>Week 6</u> Mixed VIPERS		<u>Week 6</u> Mixed VIPERS	

BAME (Black, Asian and Minority Ethnic) Links
 Marcy and the Riddle of the Sphinx: Based in Ancient Egypt, potentially introduces non-Western culture and history.
 Temple Cat: Likely set in Ancient Egypt, offering cultural diversity.
 Tutankhamun’s Tomb and Everything: Ancient Egypt: Non-European historical context offers opportunities to explore diversity

Safeguarding Links
 Flood: Natural disaster theme provides a context to discuss safety, emergency responses, and emotional support
 The Shepherd who Ate His Sheep: Depending on the narrative, could include moral and safety-related themes

Rights Respecting Links
 1066: Can highlight conflict, leadership, and the rights of people in historic battles.
 Anglo Saxon Kings and Explore! Anglo Saxons**: Discussions around governance and fairness.

SMSC (Spiritual, Moral, Social, Cultural) Links
 The Storm (poetry): Can promote emotional literacy and reflection.
 Flood and The Water Cycle: Environmental awareness and the social impact of natural events.

AUTUMN TERM		SPRING TERM		SUMMER TERM		
Year 5 Writing	GROUNDBREAKING GREEKS (History Focus) 		INVESTIGATING OUR WORLD (Geography Focus) 		OFF WITH HER HEAD (History Focus) 	
	Autumn 1 (6 weeks 4 days)		Spring 1 (5 weeks 4 days)		Summer 1 (5 weeks 4 days)	
	Autumn 2 (7 weeks)		Spring 2 (4 weeks 4 days)		Summer 2 (7 weeks)	
	<u>Week 1 and 2</u> Handwriting practice and simple sentence work	<u>Week 1 – 4</u> Fiction - Play Script – A Greek Comedy	<u>Week 1 – 3</u> Fiction - Narrative – Albi	<u>Week 1 -2</u> Newspaper Report – Albi the Glowing Cow	<u>Week 1 -3</u> Fiction - Letter – Treason	<u>Week 1 – 4</u> Fiction - Narrative – Treason
<u>Week 3</u> Creative writing - picture stimulus						
<u>Week 4 – 7</u> Fiction - Narrative – Hercules	<u>Week 5-7</u> Non-fiction - Brochure – Visit the British Museum	<u>Week 4-6</u> Non-fiction - Non-Chronological report – Farming in the UK	<u>Week 3 -5</u> Non - Fiction - Balanced Argument – Types of Farming	<u>Week 4-6</u> Non-fiction - Biography – King Henry VIII	<u>Week 5-7</u> Non-fiction - Sonnet - Shakespeare	

BAME (Black, Asian, and Minority Ethnic) Links
 Spring Term – Global Expedition (Newspaper Report):
 This is a great opportunity to explore the work of BAME explorers, scientists or conservationists. The expedition’s focus could intentionally include diverse global contributions.
 Autumn Term – Greek Myths and British Museum Brochure:
 Reflect on artefacts from Africa, Asia, and indigenous cultures, raising questions about ownership and representation.
Opportunity for Enhancement:
 Include writing around BAME historical figures or contemporary voices, e.g. biographies of influential people of colour or stories from different cultural traditions.

Safeguarding Links
 Summer Term – *Treason* (Letter & Narrative):
 This unit can explore loyalty, betrayal, and power dynamics, touching on emotional safety, resilience, and understanding coercion or manipulation.

Rights Respecting Links
 Spring 1 – Balanced Argument: Types of Farming:
 Can connect to children's rights to health, clean water, and nutritious food (UNCRC Articles 24 and 27).
 Summer Term – *Treason* & Henry VIII:
 Exploration of rights and justice in Tudor times can lead to reflection on modern children's rights and fair treatment under law.
 Global Expedition Report:
 Link to children’s rights to knowledge about the world, safety in disasters, or how climate change affects vulnerable communities.

SMSC (Spiritual, Moral, Social, Cultural) Links
 Autumn Term – Greek Comedy, Hercules, and Greek Gods:
 Promotes understanding of belief systems, values, myths, and moral choices.
 Spring 1 – Farming Argument:
 Encourages ethical reflection on sustainability and responsibility, linking to moral and social development.
 Summer Term – Henry VIII & Shakespeare:
 Supports cultural understanding, historical context for social norms, and moral consequences of leadership decisions.
 Creative Writing & Poetry:
 Allows for spiritual reflection, empathy, and creative expression.



Thames View Junior School – Reading and Writing Overview

BAME
Rights Respecting
Safeguarding
SMSC



		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Autumn 1 (6 weeks 4 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (4 weeks 4 days)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
Year 5 Reading	<u>Week 1 (4 days)</u> Accelerated reader, Reading for Pleasure, Fiction – Who Let the Gods Out Prediction	<u>Week 1-2</u> Fiction - Who Let the Gods Out Vocabulary, Retrieval, Prediction	<u>Week 1-2</u> Fiction – Albi Vocabulary, Retrieval, Prediction	<u>Week 1-2</u> Fiction – Albi Vocabulary, Retrieval, Prediction	<u>Week 1 – 2</u> Fiction – Treason All VIPERS	Week 1 – 3 Fiction – Treason All VIPERS	
	<u>Week 2-3</u> Fiction - Who Let the Gods Out Vocabulary, Retrieval, Immersion	<u>Week 3</u> Test Practice Week Mixed VIPERS	<u>Week 3</u> Test Practice Week Mixed VIPERS	<u>Week 3</u> Test Practice Week Mixed VIPERS	<u>Week 3</u> Test Practice Week Mixed VIPERS	<u>Week 4</u> Test Practice Week Mixed VIPERS	
	<u>Week 4</u> Test Practice Week Mixed VIPERS	<u>Week 4 -7</u> Non-fiction – Objects and Materials Vocabulary, Retrieval	<u>Week 4-5</u> Non- Fiction – MAPS Vocabulary, Retrieval	<u>Week 4 – 5</u> Non- fiction – Jungle Vocabulary, Retrieval	<u>Week 4-5</u> Non-Fiction – TUDORS All VIPERS	<u>Week 5 – 7</u> Non-fiction – SPACE All VIPERS	
	<u>Week 5-6</u> Non- Fiction – Ancient Greece Vocabulary, Retrieval						
	<u>Week 7</u> Mixed VIPERS		<u>Week 6</u> Mixed VIPERS		<u>Week 6</u> Mixed VIPERS		

BAME (Black, Asian and Minority Ethnic) Links

Fiction – *Who Let the Gods Out*
Based on Greek mythology; can be used to explore cultural storytelling traditions and compare with myths from non-European cultures for enrichment.

Need to work on BAME links for year 5 reading.

Safeguarding Links

Summer Term – *Treason* (Letter & Narrative):

This unit can explore loyalty, betrayal, and power dynamics, touching on emotional safety, resilience, and understanding coercion or manipulation.

Rights Respecting Links

Treason

Provide scope to discuss children's rights during conflict (Article 38) and fairness/justice (Article 12).




SMSC (Spiritual, Moral, Social, Cultural) Links

Spiritual – Treason (moral dilemmas), and Freedom (search for justice) promote reflection and empathy.

Moral – Alibi, and Treason prompt discussions on right vs. wrong, loyalty, and truth.

Social – Group discussions of texts, empathy-building through character studies (e.g., Who Let the Gods Out, Freedom).

Cultural – Tudors provide strong cultural education.

		AUTUMN TERM		SPRING TERM		SUMMER TERM			
Year 6 Writing	MAAFA (History Focus) 		FROZEN KINGDOMS (Geography Focus) 		BRITAIN AT WAR (History Focus) 				
	Autumn 1 (6 weeks 4 days)		Autumn 2 (7 weeks)		Spring 1 (5 weeks 4 days)		Spring 2 (4 weeks 4 days)		
	<u>Week 1 and 2</u> Handwriting practice and simple sentence work		<u>Week 1-4</u> Gothic Narrative – based on Hansel and Gretel		<u>Week 1 – 6</u> Dystopian Narrative – based on Wall-E		<u>Week 1 – 3</u> <u>Dystopian Manifesto – A future World</u>		
	<u>Week 3</u> Creative writing - picture stimulus		<u>Week 5-7</u> Missing Person’s Report – based on Hansel and Gretel		<u>Week 3 -5</u> Non-Fiction - Non- Chronological Report – Relating to Frozen Kingdom		<u>Week 1-3</u> Fiction - Descriptive writing – Friend or Foe.		
<u>Week 4-7</u> Fiction - Historical Narrative – The Village that Vanished		<u>Week 4 -6</u> Non – fiction - Chronological Report – Journey of a soldier					<u>Week 1-4</u> Fiction - Historical Narrative – The story of Mary Anning or Rose Blanche?		
<u>Week 4-7</u> Fiction - Historical Narrative – The Village that Vanished		<u>Week 5-7</u> Missing Person’s Report – based on Hansel and Gretel		<u>Week 3 -5</u> Non-Fiction - Non- Chronological Report – Relating to Frozen Kingdom		<u>Week 4 -6</u> Non – fiction - Chronological Report – Journey of a soldier		<u>Week 5-7</u> Non- fiction - Poetry – Dulce et Decorum Est	

BAME (Black, Asian and Minority Ethnic) Links
 Autumn 1-2 (MAAFA – History Focus):
Fiction – The Village that Vanished: This story focuses on African heritage and community during the era of slavery. It highlights BAME voices and cultural history.
Persuasive Text – Abolishment of Slavery: Reinforces understanding of the injustices faced by Black communities and celebrates efforts towards equality.

Safeguarding Links
 Spring 1-2 (Frozen Kingdoms – Geography Focus):
Shackleton’s Expedition (Letters and Playscript): Themes of danger, survival, and moral decision-making can be linked to safeguarding discussions (e.g., safety, trust, leadership).

Summer 1-2 (Britain at War – History Focus):
Descriptive Writing – Friend or Foe: Explores children’s experiences in wartime, including evacuation and trust—links to emotional safety and understanding right from wrong.
Historical Narrative – Mary Anning or Rose Blanche: *Rose Blanche* in particular deals with war, courage, and moral dilemmas, linking directly to safeguarding themes.

Rights Respecting Links
 Autumn Term:
The Village that Vanished, Harriet Tubman, Abolishment of Slavery: Strong alignment with UNCRC (United Nations Convention on the Rights of the Child) articles such as the right to freedom, protection from harm, and the right to be heard.

Summer Term:
Chronological Report – Journey of a Soldier: Opportunity to discuss the rights of children during wartime, especially child soldiers.
Dulce et Decorum Est and *Rose Blanche*: Can prompt discussion around the right to peace and protection during conflict.

SMSC (Spiritual, Moral, Social, Cultural) Links
 Spiritual: Reflected in poetry work (e.g., *Free Verse, Dulce et Decorum Est*) and reflective themes in *The Princess Blanket* and *The Village that Vanished*.
 Moral: Strong in texts such as *Rose Blanche, Friend or Foe, and Harriet Tubman*, where characters face moral dilemmas and show courage.
 Social: Group discussion and collaborative writing tasks around themes like slavery, war, and survival naturally promote social development.
 Cultural: Rich cultural learning through diverse texts—African history, polar exploration, British wartime experiences, etc.



Thames View Junior School – Reading and Writing Overview

BAME
Rights Respecting
Safeguarding
SMSC



AUTUMN TERM		SPRING TERM		SUMMER TERM	
Autumn 1 (6 weeks 4 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (4 weeks 4 days)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
Year 6 Reading <u>Week 1 (4 days)</u> Accelerated reader, Reading for Pleasure, Fiction – Freedom Prediction	<u>Week 1-2</u> Fiction - Freedom Vocabulary, Retrieval, Prediction	<u>Week 1-3</u> Fiction – The Last Bear Vocabulary, Prediction, Retrieval	<u>Week 1-2</u> Fiction – The Last Bear Vocabulary, Prediction, Retrieval	<u>Week 1 – 3</u> Fiction – Friend or Foe All VIPERS	Week 1 – 3 Fiction – Friend or Foe All VIPERS
<u>Week 2-4</u> Fiction - Freedom Vocabulary, Retrieval, Immersion	<u>Week 3</u> Test Practice Week Mixed VIPERS	<u>Week 4</u> Test Practice Week Mixed VIPERS	<u>Week 3</u> Test Practice Week Mixed VIPERS	<u>Week 4</u> Test Practice Week Mixed VIPERS	<u>Week 4</u> Test Practice Week Mixed VIPERS
<u>Week 5</u> Test Practice Week Mixed VIPERS	<u>Week 4 -7</u> Poem – Windrush 75 Vocabulary, Retrieval, Explain (APE)	<u>Week 5 – 6</u> Non-fiction- Polar Scientist Vocabulary, Retrieval, Explain (APE)	<u>Week 4 – 5</u> Poem – A blue and green planet Vocabulary, Retrieval, Explain (APE)	<u>Week 5 -6</u> Non-Fiction- Frightful first world war All VIPERS	<u>Week 5 – 7</u> Non-Fiction- Frightful first world war All VIPERS
<u>Week 6 -7</u> Non- Fiction – Amazing Africa Vocabulary, Retrieval, Explain (APE)					

BAME (Black, Asian and Minority Ethnic) Links
 Autumn 2 (Weeks 4–7): Poem – Windrush 75 This directly addresses the experiences of Caribbean migrants and contributes to understanding Black British history. Strong BAME representation and cultural awareness.
 Autumn 1 (Weeks 6–7): Non-fiction – Amazing Africa. Promotes understanding and appreciation of African cultures and contributions. Supports positive BAME visibility.

Safeguarding Links
 Non-Fiction: Polar Scientist / Frightful First World War
 While more informative, these can prompt discussions around physical safety, risk, and mental resilience in challenging environments.
 Spring Term: Friend or Foe
 Explores themes of war, conflict, and friendship across enemy lines.
 Opportunities to discuss staying safe during conflict, trust, and resilience.

Rights Respecting Links
 Windrush 75 & Amazing Africa Reinforce the right to cultural identity and to be treated equally regardless of background (Article 8 & Article 2).
 The Last Bear Likely to involve themes of environmental responsibility and animal rights, linking to the right to a clean environment (Article 24).
 Friend or Foe Provide scope to discuss children's rights during conflict (Article 38) and fairness/justice (Article 12).

SMSC (Spiritual, Moral, Social, Cultural) Links
 Spiritual – Stories like The Last Bear (connection with nature), promote reflection and empathy.
 Moral – Friend or Foe, discussions on right vs. wrong, loyalty, and truth.
 Social – Group discussions of texts, empathy-building through character studies (Freedom and Friend or Foe).
 Cultural – Windrush 75, Amazing Africa, Frightful First World War, provide strong cultural education.