

Key Stage 2 Semi-Formal	Autumn 1 Arthur and the Golden Rope by Joe Todd-Stanton	Autumn 2 The Pebble in my Pocket: A History of Our Earth by Meredith Hooper and Chris Coady	Spring 1 The Lion and the Unicorn and Other Hairy Tales by Jane Ray	Spring 2 The Wild Robot by Peter Brown	Summer 1 Werewolf Club Rules by Joseph Coehlo, illustrated by John O’Leary	Summer 2 Varjak Paw by S.F. Said and Dave McKean
Literary Form	Graphic Novel	Non-Fiction	Traditional Tales	Illustrating Novels	Poetry Collection	Novel
Link to Main NC Area of Learning	History: Vikings and Norse Mythology	Science: Rocks and Soil	Geography: Contrasting localities and using maps and atlases	Science: Living things and their Habitats	PSHE: Personal Stories	History: Mesopotamia
PSED & Human Themes	Perseverance and bravery	Looking after our world	Honesty and personal values	Community and citizenship	Relationships and identity	Belonging
Reading: Experience, Knowledge, Skills and Strategies	Reading illustration Lifting meaning through performance reading Predicting Developing inference Developing experience by making intertextual connections Looking at language	Reading illustration Scanning and close reading Predicting and summarising Broadening experience in a range of non-fiction voice	Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connections	Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections	Beating pulse and rhythm Performance poetry Listening to poets Visualisation Looking at language Drawing on personal experiences and values Affective response Making personal connections	Visualising Scanning and close reading Predicting Developing inference Character comparison Looking at language Predicting and summarising Making intertextual connections
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Grammatical difference between plural and possessive ‘-s’; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. Terminology: determiner, pronoun, possessive pronoun, adverbial.					
Writing Outcomes	Comic Book Narrative	Information booklet	Traditional tales	Story sequel	Poetry in a range of forms	Newspaper report
Maths -White Rose	Place Value (4 weeks) Addition & Subtraction (2 weeks)	Addition & Subtraction (2 weeks) Measurement Area (1 week) Multiplication & Division (3 weeks)	Multiplication & Division (3 weeks) Length & Perimeter (2 weeks) Statistics (1 week)	Fractions (4 weeks) Decimals (2 weeks)	Decimals (2 weeks) Money (2 weeks) Time (2 weeks)	Shape (2 weeks) Position & direction (2 weeks) Statistics (1 week)
The world Around Us Humanities	Personal, Social and Emotional Children can explore themes such as determination and perseverance. Through their study of Arthur, children might explore issues around how the town judges Arthur, and Arthur’s lack of selfishness in wanting to help his town. Geography Children can use this book to stimulate a wider study of Iceland. Children can use geographical language and vocabulary to describe the weather and climate,	History As the pebble’s story takes place over such an extended period of time, it provides an ideal context to support children’s understanding of the concept of time and chronology. It will also support pupils in understanding historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections and draw contrasts as well as frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	Geography: The children could study the different places each story originates from, including the physical and human geography of each country, comparing and contrasting the localities. Following this the children could select a country represented in the collection and design a travel brochure or produce a holiday commercial for visiting this country. PSHE This collection offers a range of opportunities to cover a diversity of themes in the PSHE programmes of study including the notions of honesty, bravery, risk taking, bereavement, friendship and empathy.	Geography - Human and physical geography: ▪ Children could broaden their knowledge and understanding of human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water. Children could be inspired by an island study or migration journeys to strengthen their understanding of continents and oceans and to explore a range of maps, actively engaging in plotting co-ordinates and orienteering work. History:	Geography -The focus on the well-travelled ‘Dada’ allows exploration and location of the world’s countries, which is a key element of the Geography programmes of study in Key Stage 2. Work locating these in atlases is embedded in Part 2 of the sequence. PSHE: Lots of the poems in the collection are based on the poet’s real experiences or experiences the children can easily relate to. Some of the issues and themes contained in the poems will	Geography: ☒ This text could be part of a wider topic theme on urban environments. The children could compare different cities to the one depicted in the book, considering the ways in which people live in cities and how this may be different depending on the city. ☒ The book would provide a good starting point for exploring the Geography of Ancient Mesopotamia as well as the current Geographical area comprising Iraq, Kuwait and Syria. History:

	<p>as well as the human and physical features. The maps in the book, including Arthur's journey, can lead to a study of atlases and creation of maps. Children could combine their geographical knowledge with art and design skills to create their own three-dimensional Icelandic landscape, complete with mountains, geysers and volcanoes. This could then be used to prompt role play and storytelling and to inspire their own comic book designs or film-making.</p> <p>History Professor Brownstone and his vault of historical curios could lead on to wider consideration of how we use artefacts, amongst other sources, to learn about the past. The incorporation of Norse myths, gods and monsters in the story, could lead naturally to a study of the Viking era and cultures. The nuggets of information that Thor provides about some of the gods featured in the story might inspire the children to undertake their own research. The children could use the information from a variety of sources to create their own books – Arthur's Guide to the Norse Gods.</p>	<p>Geography The sequence provides plenty of opportunities to extend children's knowledge and understanding of various aspects of human and physical geography. Many of these are listed in the Key Stage 2 Programmes of Study for Geography, including, but not limited to mountains, rivers, volcanoes and earthquakes. Any of these could be extended outside of the literacy session with additional research, writing, presentations and model making. It would also be useful to begin to explore some aspects of geographical processes that sit outside of the Key Stage 2 statutory requirements including: erosion and weathering, and glaciation. There are opportunities within the sequence for children to explore the impact and causes of climate change and what people can do each day to combat this. The impact of continuing encroachment of urban development on green belt land is also investigated towards the end of the sequence.</p>	<p>The collection would also allow teachers to explore the customs and traditions of different cultures.</p>	<ul style="list-style-type: none"> Children could study the history of cartography and explore a range of bird's eye view photography to enable their own map-making. Children could investigate the impact of human behaviour, industrialisation, technology, settlements and farming on the natural world. <p>History:</p> <ul style="list-style-type: none"> Children could look at the history of robotics and artificial intelligence and how futuristic models match up to modern time. Children could explore the history of settlement, industrialisation and consumerism and its impact on the natural environment. 	<p>provide an excellent stimulus for group discussions in PSHE sessions that will allow for the children to explore and extend discussions around issues brought out in the poems.</p>	<p>You could use the book as a stimulus to conduct a study of Ancient Mesopotamia. Supporting resources can be found here:</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=xV0HtQ https://www.history.com/topics/ancient-middle-east/mesopotamia https://www.ancient.eu/Mesopotamia/ https://www.mesopotamia.co.uk/menu.html <p>PSHE:</p> <p>This book offers a range of opportunities to cover a diversity of themes in the PSHE programmes of study including the notion of bravery and risk taking, bereavement, friendship, bullying, self-esteem and empathy.</p>
<p>My Creativity</p>	<p>Art and Design Children might be inspired by traditional Icelandic crafts or by the arctic environment. They might create watercolour landscapes of the Icelandic terrain or the Northern Lights. Children could explore traditional Viking patterns and designs, including the use of runes and rune stones. Children can illustrate their own comics, using a range of materials and techniques.</p> <p>Design and Technology Children might investigate different methods for making rope, using a variety of materials.</p> <p>Visit to Chatham Dockyard to make ropes.</p>	<p>Art and Design The sequence provides opportunities for close observational drawing of the pebbles and stones. This could be used to develop understanding of line, tone, shade, etc. Children could produce drawings using different materials, starting with pencil sketches and shading, moving to pen and ink. They could also develop watercolour skills to examine the shade and tones of colour running through the stones. As well as pencil and pen, there are opportunities for children to create art with other materials, including oil or chalk pastels. Inspired by Chris Coady's paintings of dramatic landscapes over time, children could go on to explore other landscape artists, perhaps specifically of great geological structures, such as David Hockney's series of paintings of the Grand Canyon or of the Yorkshire countryside ('Garrowby</p>	<p>Art The children could learn the techniques that Jane Ray has used, creating etchings in the same style as the ones in the book. Instructions for methods can be found on the following website: https://www.tes.com/lessons/A_dInd83WHcP1Q/art-crayon-etching</p>	<p>Design and Technology: Children could design and make a home for the robot and her gosling, based on the criteria that they think necessary for their needs. They could research the merits of a variety of structures created by a range of animals and those made by humans, incorporating knowledge of engineering techniques and materials to suit their own purposes, evaluating and refining as necessary. Children could engage in a cross-curricular project by designing a new foot for Roz, exploring appropriately hardwearing materials that might be sourced from an island such as this, investigating joining techniques to enable movement and stability, evaluating and refining the design as Mr Beaver did. Provide children with opportunity to research the various challenges that have arisen because</p>	<p>Art and Design: In Parts 2 and 3 of the sequence, art is used as a means of visualising and representing real and imagined experiences. Using a range of materials throughout these sessions will be important as well as a focus on specific techniques for observing real objects and representing imagined experiences. Responding to the children's drawings afterward will allow them to explore the effectiveness of techniques and materials used.</p> <p>Use Clay and textiles.</p>	<p>Art: Investigate Dave McKean's illustrative techniques and style. You may want to ask the children to explore different media themselves, producing image of key characters, scenes and settings in the book. You can find out more about Dave McKean's work here: http://www.davemckean.com/portfolio/drens/</p>

Hill'). They could compare it with Cezanne's paintings of Mont Sainte-Victoire painted in 1904 or the action-packed landscape 'An Avalanche in the Alps' created by Philip James De Loutherbourg in 1803.

of climate change and explore some of the innovative designs produced to address such challenges. This research could inform and inspire their own designs as part of a wider conservation project.

Art and Design:

Pupils could be taught about great artists, architects and designers, past and present, who have celebrated and been inspired by natural forms and wildlife, such as:

Wildlife photographers:

<http://www.nhm.ac.uk/visit/wpy.html>

Botanical Artists, such as Maria Sibylla

Merian : <https://www.soc-botanical-artists.org/>

<https://artsandculture.google.com/exhibit/WgLy8tiTry5dlQ>

Dutch Flower Painters:

<https://www.nationalgallery.org.uk/whatson/exhibitions/past/dutch-flowers>

Nature painter, Ivon Hitchens: Ivon Hitchens

'The Seasons' (1987) series by Jasper Johns:

<http://www.jasper-johns.org/> ▪ American

Landscape artist Alexander Dzigurski,

featured in Oliver Jeffers' picturebook, This

Moose Belongs to Me (HarperCollins). Jeffers

demonstrates how to draw a moose here:

<https://www.youtube.com/watch?v=kLGWEiGI8rc> ▪ Children might improve their mastery

of art and design techniques, including

drawing, painting and sculpture with a range

of materials [for example, pencil, charcoal,

paint, clay] in representing the natural form

or through their observational drawings of a

range of plants and animals. ▪ Children could

be inspired by the illustrations in The Wild

Robot and create their own illustrated texts

in the style of Peter Brown using ink,

watercolour or graphite and similar layout

techniques. ▪ Children will have opportunity

to develop artistic styles appropriate to form

and audience, such as posters, digital

presentations and information pamphlets. ▪

Children could look at the way robots and

machinery have been depicted by the artists

of the Futurist Art Movement of the early

20th Century and later Pop Artists such as Sir

Edoardo Luigi Paolozzi:

<https://www.tate.org.uk/search?q=robots>

Design and Technology: ▪ Through a variety

of creative and practical activities, pupils

should be taught the knowledge,

understanding and skills needed to engage in

an iterative process of designing and making.

▪ Use research and develop design criteria to

				<p>inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ▪ Children will have the opportunity to research the various challenges that have arisen because of climate change and explore some of the innovative designs produced to address such challenges. This research will inform and inspire their own designs as detailed in the sessions below. ▪ Children could design and make a home for the robot and her gosling, based on the criteria that they think necessary for their needs. They could research the merits of a range of structures created by a range of animals and those made by humans, incorporating knowledge of engineering techniques and materials to suit their own purposes, evaluating and refining as necessary.</p> <p>PSHE:</p> <ul style="list-style-type: none"> ▪ The core theme of the book supports the facilitation of a wider consideration of the responsibility we have for taking care of each other and our local environment to preserve our planet. Take the time to extend the sessions focused on this aspect to discuss and reflect upon the wider implications. ▪ You might choose to take inspiration from Roz's example and work with the children to consider a school or wider community environmental initiative that your class can either support or lead on addressing. 		
Music	<p>KS2 Music: Viking Saga Songs</p> <p><i>Viking Saga Songs</i> is an opportunity for children to join in with songs, stories and music-making inspired by the gods and goddesses of Viking mythology. The songs explore the atmosphere and excitement of the Viking world while being rooted in familiar modern styles, such as reggae, rock and lyrical ballads. The songs also link closely with the story episodes...making this an ideal resource for exploring the history theme <i>The Vikings</i> through both music and literacy.</p> <p>KS2 Music: Viking Saga Songs - BBC Teach</p>	<p>Children could listen to music from a range of periods and composers which were inspired by nature or depict dramatic natural events. How does the composer attempt to reflect musically what an artist might show with paint? Children could listen to music and draw or paint what they visualise as they listen. Suggested pieces include:</p> <p>Felix Mendelssohn's <i>The Hebrides</i> (also known as <i>Fingal's Cave</i>) (inspired by the island of Staffa)</p> <p>Olivier Messiaen's <i>Des canyons aux étoiles</i> (inspired by Bryce Canyon, Utah). Richard Strauss' <i>Alpine Symphony</i></p> <p>Aaron Copand's <i>Appalachian Spring</i> Children could incorporate selected music into their text performances – Readers Theatre or poetry performances.</p>	<p>Linked with computing- Children research the different musical instruments and music the different places each story originates from.</p> <p>Children use word or powerpoint to share their research and instruments from the different countries.</p>	<p>Challenge the children to make Musical Instruments from Recycled cardboard boxes left on the Island?</p> <p>Children complete a Desert Island disc review of songs which are important to them.</p> <p><i>Desert Island Discs is a radio programme broadcast on BBC Radio 4. It was first broadcast on the BBC Forces Programme on 29 January 1942.[1]</i></p> <p><i>Each week a guest, called a "castaway" during the programme, is asked to choose eight recordings (usually, but not always, music), a book and a luxury item that they would take if they were to be cast away on a desert island, whilst discussing their life and the reasons for their choices.</i></p>	<p>Exploring Poetic Devices:</p> <p>Rhythm and Rhyme</p> <p>Imagery</p> <p>Metaphor</p> <p>Personification</p> <p>Word play</p> <p>Poetry performance</p> <p>Rhythm and Rhyme</p> <p>Different representations and pronunciations of vowel sounds</p> <p>Rehearsal and performance of poetry</p>	<p>Music – Texture</p> <p>Oak Academy</p> <p>Unit - Oak National Academy (thenational.academy)</p>

		When completing their documentary timeline narrations at the end of the sequence, children could choose or compose appropriate music to accompany this.				
Computing	Children can be encouraged to use ICT to enhance learning: recording storytelling, filming role play, using digital photographs to make books or present ideas; internet research; combine images, narration and music to create a book trailer (indicated in sequence). ☑ Children could use technology to enhance their geographical understanding and sense of place in the world, such as Google Earth / Maps, the app Grid Finder, etc.	Throughout the sequence, children’s access to and use of technology will support them in terms of opportunities to research and discover more about the wide variety of historical and scientific concepts that are being opened up to them. Children’s access of appropriate photos, films and VR experiences will help to bring the distant past to life. ▪ Children will benefit from using computing and technology to support their writing – the use of photography, filming to prepare for writing and during the writing process, as well as the use of film, word processing or presentation programmes to publish their work. Children might share their writing by producing class blogs or vlogs to add to the school website.	Linked with Music - Children research the different musical instruments and music the different places each story originates from. Children use word or powerpoint to share their research and instruments from the different countries.	Computing: At key points in the sequence children will be encouraged to utilise the internet for research purposes to help inform and shape presentations, information texts, oral presentations, documentary scripts, and knowledge of authorial process. As part of wider cross-curricular work, you might present the children with an age-appropriate robot through which the children can learn coding. This would enhance their understanding of the limitations of robots compared with the story robot’s growing abilities to think and somehow feel as the narrative unfolds. You might have the children create the robot they imagine will be inside the crate, using collaboration to draw out some of their knowledge and understanding of anatomy and coding.	Internet Safety.	Coding using code: Learn Computer Science - Code.org
Science	Science Investigation linked with different kinds of rope.	The incredible range of time and events covered by the book provides many opportunities to explore different areas of science, including palaeontology, anthropology, and geology. ▪ The book and sequence are an ideal starting point for investigating rocks, as required by the Year 3 Science programme of study which states that children should compare and group together different kinds of rocks on the basis of their appearance and simple physical properties and should be able to describe in simple terms how fossils are formed. It also provides the opportunity to establish an early understanding of evolution, adaptation and inheritance that children will be studying to a further degree in the Year 6 programme of study.	Science ☑ The Just So Stories could support a science topic on animal adaptation and evolution. This could link to the geography opportunities as children could study the differing habitats and the animals that are found in each location. The BBC radio series Just So Science could support this learning: http://www.bbc.co.uk/programmes/b01ptbx8	If these activities don’t already exist in your school, you may want to encourage the children to start a gardening club, to grow wild flowers, fruits and vegetables or to transform part of the school grounds into a garden that supports both humans and wildlife. Supporting resources can be found on the following website: https://schoolgardening.rhs.org.uk/home If you are able to maintain a class garden or a school allotment, this will provide the children with ample and rich opportunities to study a variety of plants: drawing and identifying their anatomy, observing their life cycle and by necessity becoming aware of the conditions in which they can thrive. Many elements of the ‘living things and their habitats’ strand of the Science programmes of study could be supported and contextualised.	The focus on Nature in Part 3 of the sequence links to scientific knowledge in Key Stage 2 around the life cycles of plants and animals, work done in science could provide the stimulus for the poetry writing at the end of Part 3.	States of Matter (solids, liquids and gases) compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

				Explore Peter Brown's comparison between robotic programming and animal conditioning to survive. The research the children undertake on the animals will impact on the quality of writing and presentation when producing a Survival Manual later on.		
Physical Development	PE Forest School Dance	PE Forest School Dance	PE Forest School Kayaking/rock climbing	PE Forest School Kayaking/Rock climbing	PE Forest School Tennis	PE Forest School Tennis