

## Class 4 (Year A) Reading Long Term Plan

Theme	Key Text		Related novels or extracts	Picture books	Non-Fiction	Poetry and songs	Videos and films	
Aztecs and Maya	1 <sup>st</sup> Half	The Chocolate Tree: A Mayan Folktale by Linda Lowery and Janice Lee Porter	The Curse of the Maya by Johnny Pearce and Andy Loneragan	Rain Player by David Wisniewski	<a href="#">The History Detective Investigates: Mayan Civilisation by C Hibbert</a>			
	2 <sup>nd</sup> Half	RFP: Middleworld by J&P Voelkel	<a href="#">Popol Vuh by Montejo, Garay and Unger</a>	<a href="#">Hero Twins : Against the Lords of Death (Graphic Novel by J. Dan and W. David</a>	<a href="#">The Maya and Chichen Itza by B. Hubbard</a>			
	Word	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.						
	Comprehension	<p>predicting what might happen from details stated and implied</p> <p>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</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>making comparisons within and across books</p> <p>identifying how language, structure and presentation contribute to meaning</p>	<p>reading books that are structured in different ways and reading for a range of purposes</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>asking questions to improve their understanding</p> <p>provide reasoned justifications for their views</p>		
	Text	<p>Myths: Mayan myths Report: Life in Maya city of Chichen Itza</p> <p>Short Story: Francis/Alma (Halloween) Poetry: War Poetry (Remembrance)</p>						

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India	1 <sup>st</sup> Half	The time traveller and the Tiger by Tania Unsworth	Tamarind and the star of Ishta			This is India! By Mark Twain	
	2 <sup>nd</sup> Half	RFP: The Acrobats of Agra by R. Scott-Elliot	Ajay and the Mumbai Sun	Shine by S. Asuquo	Gandhi		Mumbai street scene (youtube)
	Word	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.					
	Comprehension	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>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</p>	<p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>making comparisons within and across books</p> <p>provide reasoned justifications for their views</p>	<p>reading books that are structured in different ways and reading for a range of purposes</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p>	<p>learning a wider range of poetry by heart</p> <p>identifying how language, structure and presentation contribute to meaning</p>	<p>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</p>
	Text	<p>Report: Comparison of Mayan and Indus civilisations</p> <p>Missing chapter narrative: Tamarind and the Star of Ishta</p> <p>Diary: Child survivor of Amritsar</p> <p>Non-Chronological report: India</p> <p>Newspaper report: Death of Gandhi</p>					

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Life on Earth	1 <sup>st</sup> Half	Pig heart boy by Malorie Blackman  RfP: Bigfoot Mountain by R. O'Grady	My name is River by Emma Rea	Mountain's of the World	Highest Mountain, Deepest Ocean By K. Baker and P. Tsou		
	2 <sup>nd</sup> Half			Where the river meets the Sea by J. Baker		The Raven by Edgar Alan Poe	
	Word	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.					
	Comprehension	asking questions to improve their understanding  discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  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		identifying and discussing themes and conventions in and across a wide range of writing	reading books that are structured in different ways and reading for a range of purposes  summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	identifying how language, structure and presentation contribute to meaning  provide reasoned justifications for their views
	Text	Explanation text: The heart and circulatory system Letter: Formal persuasive letter (Pig Heart Boy) Description: Journey through the biomes  Persuasive: Local area Flashback stories –'Replay'					

## Class 4 (Year B) Reading Long Term Plan

Theme	Key Text	Related novels or extracts	Picture books	Non-Fiction	Poetry and songs	Videos and films	
Voyage of Discovery	1 <sup>st</sup> Half	Darwin's Dragons	Charles Darwin and the Beagle by Amanda Wood	Charles Darwin's The Origin of Species	Queen Victoria – V&A	Emile Sande – Free (music video)	
	2 <sup>nd</sup> Half	RFP: Twelve minutes to midnight by Christopher Edge	Journey to the river sea by Eva Ibbotson	What Mr Darwin Saw by Mick Manning and Brita Granstom	Explore, dream, discover by Charlotte Samiec		23 degrees 5 minutes (literacyshed)
	Word	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.					
	Comprehension	<p>predicting what might happen from details stated and implied</p> <p>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</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>making comparisons within and across books</p> <p>identifying how language, structure and presentation contribute to meaning</p>	<p>reading books that are structured in different ways and reading for a range of purposes</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>asking questions to improve their understanding</p> <p>provide reasoned justifications for their views</p>	
	Text	<p>Non-Chronological report: Galapagos Dragon</p> <p>Persuasive text: Galapagos Islands holiday brochure</p> <p>Biography: David Attenborough</p> <p>Explanation text: Evolution and Inheritance      Information text: How are fossils formed?</p>					

Theme	Key Text		Related novels or extracts	Picture books	Non-Fiction	Poetry and songs	Videos and films	
World War 2	1 <sup>st</sup> Half	<p><a href="#">Goodnight Mr. Tom by Michelle Magorian</a></p> <p>RfP: When the Sky falls by Phil Earle</p>	I am David by Anne Holm	<a href="#">The Arrival by Shaun Tan</a>	<a href="#">The Blitz – Henry Brook</a>	In Flanders Fields – John Macrae	<a href="#">The Piano</a>	
	2 <sup>nd</sup> Half		Carrie's War by Nina Bawden	Bombs and Blackberries (Play) by Julia Donaldson	The Diary of Anne Frank	We'll Meet Again – Vera Lynn		
	Word	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.						
	Comprehension	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>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</p>	<p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>making comparisons within and across books</p> <p>provide reasoned justifications for their views</p>	<p>reading books that are structured in different ways and reading for a range of purposes</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information</p>	<p>learning a wider range of poetry by heart</p> <p>identifying how language, structure and presentation contribute to meaning</p>	<p>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</p>	
	Text	<p>Narrative: The Piano</p> <p>Balanced Argument: Should children have been evacuated during WW2?</p> <p>Letter: Letter home from William – opening of GNMT</p> <p>Poetry: The Arrival</p> <p>Story opener: The Arrival</p> <p>Non-chronological report: Suffragettes</p>						