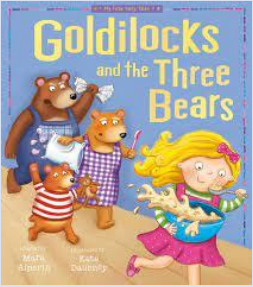
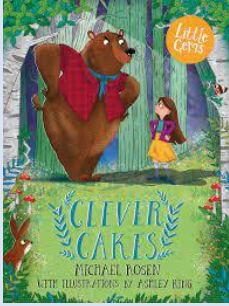
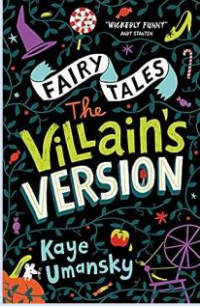
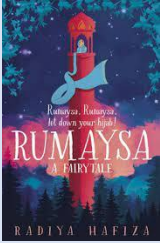
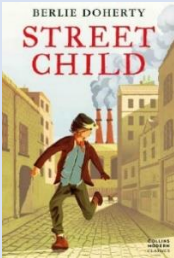
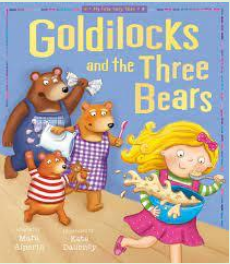
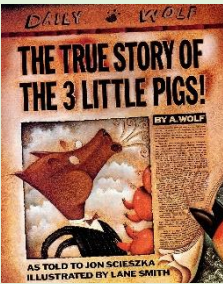
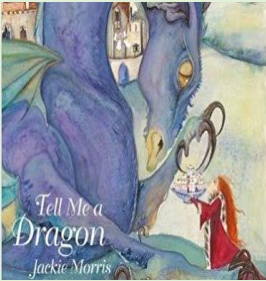
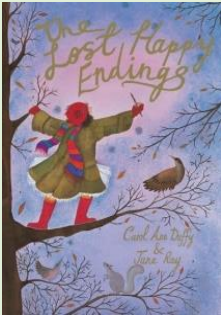
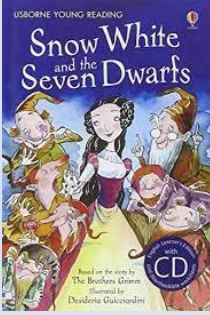
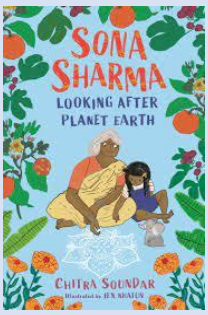
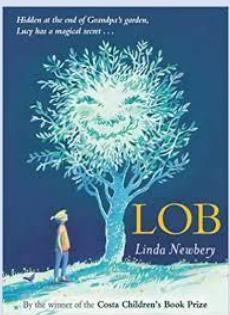
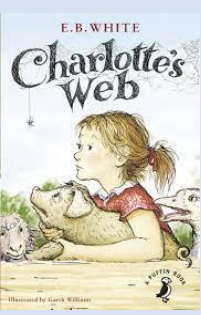
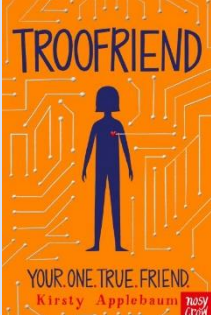
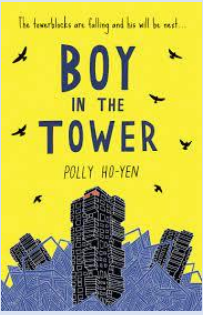
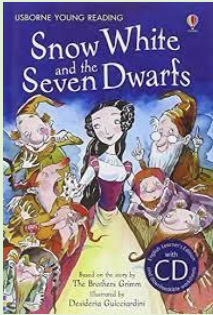
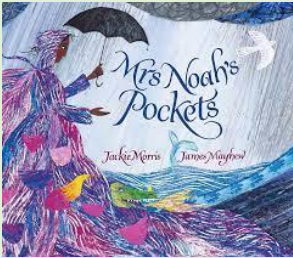
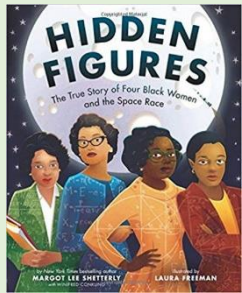
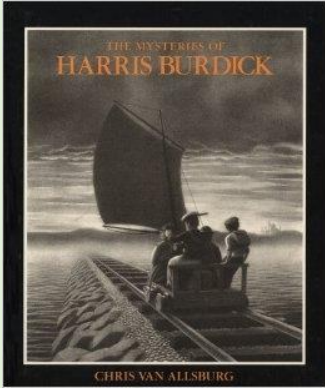
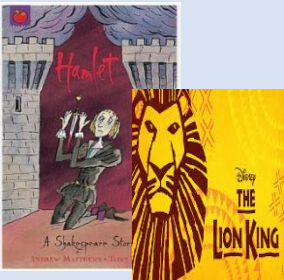
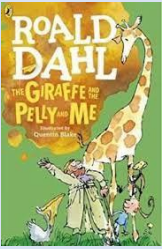
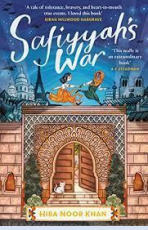
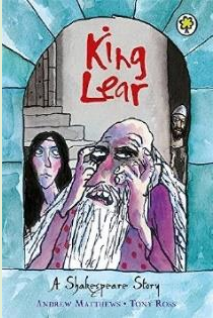
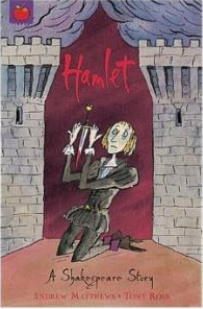
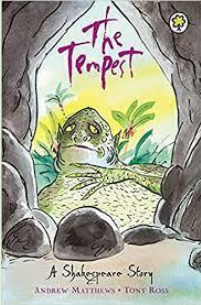
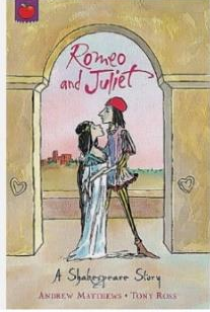


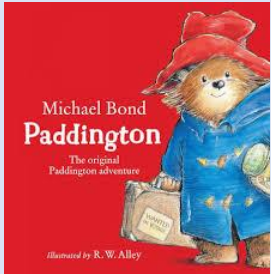
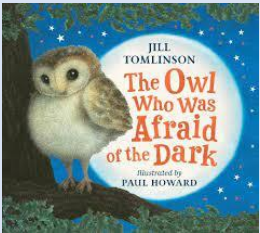
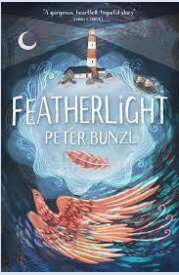
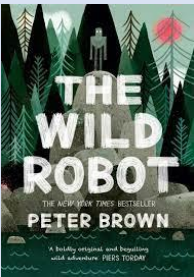
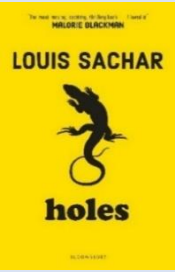
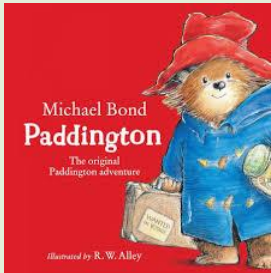
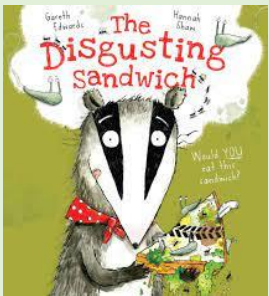
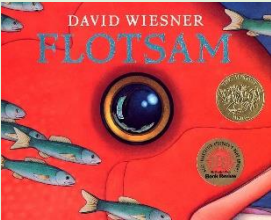
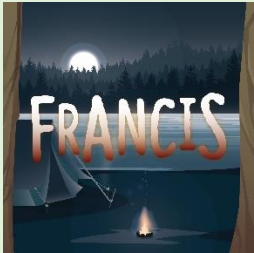
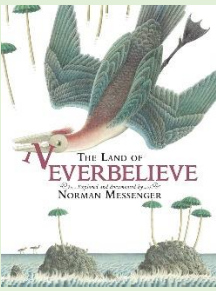
Autumn 1						
Big Question	How do things change over time?					
Year Group	1	2	3	4	5	6
Reading						
Core Text(s) for Reading Lessons (Title, Author, Year of Publication)						
	Goldilocks and the Three Bears (Traditional Tale)	Clever Cakes, Michael Rosen, 2020	Fairytales: The Villain's Version, Kaye Umansky, 2019	Rumaysa, Radiya Hafiza, 2021	Street Child, Berlie Doherty, 1993	The House with Chicken Legs, Sophie Anderson, 2018
Key Themes	Honesty/dishonesty, Family, Choices	Adventure, Magic, Fairy Tales	Different Perspectives, Fairy Tales, Humour, Adventure, Family	Bravery, Empowerment, Fairy Tales, Adventure	Empathy and Kindness, Family, Feelings, Friendship, Victorians	Fairytale themes (Baba Yaga); Empathy and Kindness, Family, Friendship, Lifecycles
Plagues of Reading Covered	(Archaic-original)	Archaic (links)	Narratively Complex	Narratively Complex	Archaic	Complexity of narrator, complexity of plot
Writing						
Core texts/experiences for Writing Lessons (Title, Author, Year of Publication)						
	Goldilocks and the Three Bears (Traditional Tale)	Hansel and Gretel, Cynthia Rylant, 2008	The True Story of the Three Little Pigs, Jon Scieska, 1991	Discovery of a mysterious egg on the school site/Tell Me a Dragon, Jackie Morris, 2009	The Lost Happy Endings, Carol Ann Duffy, 2006	The Case of the Three Little Pigs (The Guardian)/'Into the Forest' Antony Browne (pictures only)
Writing Purposes and Text Types		To write a summer experiences poem to entertain our new Year 2 class (1 week) To create a persuasive brochure to entice Mrs Chowdhury to visit an imaginary cottage To write a character description of my own fairy tale villain to frighten Year 3 To write a diary entry about a day in the life of a Forest Fields pupil in the time of our grandparents (to share with grandparents)	To create a Wanted poster for my chosen villain in the case of the Three Little Pigs (character description- innovation- choice of villain, how features are described) To write persuasive closing argument in the prosecution of a villain in the case of the Three Little Pigs (innovation) To write my own twisted fairy tale to entertain visitors to our school library To write a recount of our trip to the Nottingham Transport Museum (innovation- personal thoughts/feelings and experiences)	To write a newspaper report to inform our school community about the discovery of a mysterious egg Audience: Nottingham Evening Post (Innovation- Five Ws, Audience- send to Evening Post) To write a diary entry about taking the egg home and the events that follow (Innovation- thoughts and feelings, events that happen when they take the egg home) To create a descriptive dragon poem to be performed for parents and carers via our school website (Innovation- description of own invented dragon.) To create a persuasive brochure to entice Mrs Chowdhury to move into an Anglo-Saxon home	To write an abstract noun poem to evoke the image of the 'Forest of Lost Happy Endings' in the mind of Mrs Chowdhury (to be performed; innovation- choice of abstract nouns. See page 2 of book- 'jackpot of sparks') To write a character description for my own 'Thief of the Happy Endings' to frighten visitors to our school (innovation- invention of own thief) To write a newspaper report informing local residents about the theft of the Happy Endings (innovation- alter some of the 5Ws e.g. who, when, which Happy Endings, what is the impact of the theft?) To write a balanced argument discussing the question: 'Did the lives	To write a newspaper report to inform our school community about the true case of The Three Little Pigs (Innovation- perspective of the paper- supporting the pigs/wolf) To write a persuasive closing argument in the case for or against the Three Little Pigs Guardian) (Innovation- for or against- Audience- local police- send to our PCSO Amy) To write an 'Into the Forest' journey story to intrigue and entertain visitors to our school library (Innovation- character choice, events on the journey, traditional tales referenced) To create a non-chronological report to inform school visitors about how crime and punishment has changed during British history

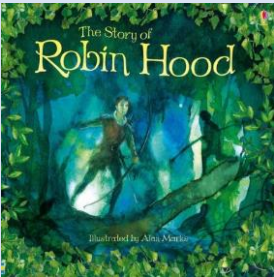
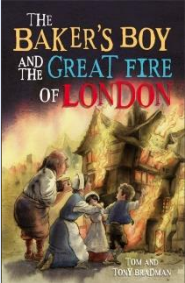
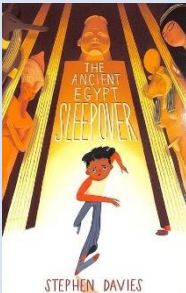
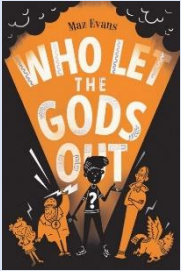
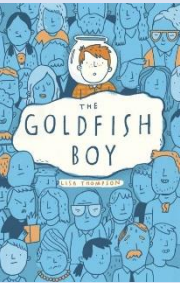
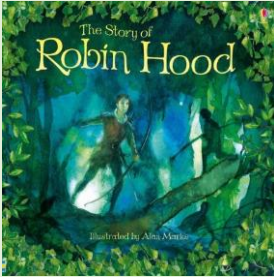
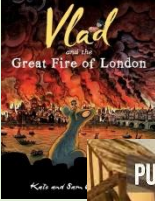
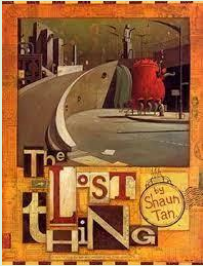
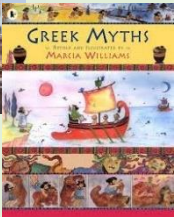
					of children significantly improve during the Victorian era?' Audience: School Debate (innovation- choice of arguments, conclusion; to be presented as part of a year group debate.	
--	--	--	--	--	--	--

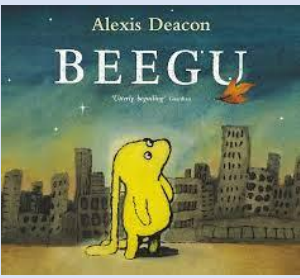
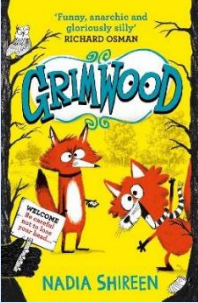
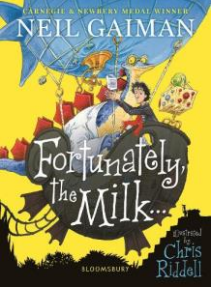
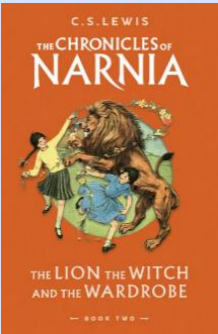
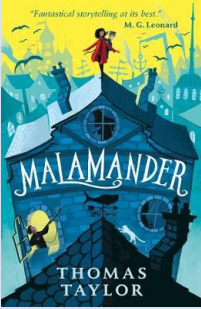
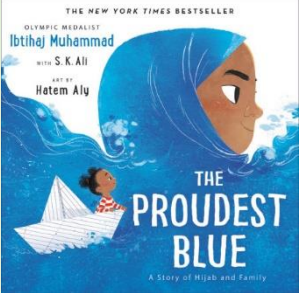
Autumn 2						
Big Question	What can we learn about the world around us?					
Year Group	1	2	3	4	5	6
Reading						
Core Text(s) for Reading Lessons						
Title, Author, Year of Publication	Snow White and the Seven Dwarfs (Traditional Tale)	Sona Sharma- Looking After Planet Earth, Chitra Soundar, 2021	Lob, Linda Newbery, 2010	Charlotte's Web, E.B White 1952	Troofriend, Kirsty Applebaum,	The Boy in the Tower, Polly Ho-Yen, 2014
Genre	Traditional Tales	Realistic Fiction	Fantasy	Classic children's literature/Fantasy	Science Fiction	Science Fiction; Dystopian
Key Themes	Good vs Evil Diversity Emotions- fear, sadness, happiness	Faiths and cultures around the world; taking care of our world	Magic Kindness + Empathy Environmental Issues Family Natural world- cycle of change	Natural world- cycle of change, friends and family, animals	Sci- Fi (Humans vs Nature), Politics and Human Rights, Friendship, Family	Sci-Fi (Humans vs Nature) Friendship, Urban Environment, Diversity
Plagues of Reading Covered	Archaic (original)		Complexity of plot/symbol	Archaic (1952)	Complexity of narrator	Complexity of plot
Poetry						
	The More it Snows, A.A. Milne, 1928	Twas the Night Before Christmas, Clement Clarke Moore, 1823	How Doth the Little Crocodile, Lewis Carroll, 1865	Something Told the Wild Geese, 1920 (See poetry for writing)	Cosmic Disco, Grace Nichols, 2013	The Listeners, Walter de la Mare, 1912
Writing						
Core texts/experiences for Writing Lessons (Title, Author, Year of Publication)					 	
	Snow White and the Seven Dwarfs	The Green Ship, Quentin Blake	Mrs Noah's Pockets, Jackie Morris	The Spider and the Fly, Mary Howitt (1829)	Faded (short film) Hidden Figures, Margot Lee Shetterly	The Mysteries of Harris Burdick, Collected Authors The Chronicles of Harris Burdick, Chris Van Allsburg
Writing Purposes and Text Types	To write sentences to describe the settings of Snow White to school visitors To write winter poems to entertain Mrs Chowdhury To write a recount telling parents and carers about our trip to the theatre	To write a spectacular forest setting description to wow school visitors To entertain parents and carers with your continued story of a discovery in the forest To create a persuasive advert for children to visit your forest discovery	To write a non-chronological report informing Mrs Chowdhury about your troublesome creature To create a set of instructions for caring for your troublesome creature To entertain visitors to the school library with your continued 'Mrs Noah's Pockets' story	To create a spine-chilling character description of the spider to frighten school visitors To write a persuasive letter from a predator to its prey To create an engaging set of instructions informing a prey creature about how to avoid capture	To write an eerie setting description to intrigue and frighten school visitors To write a diary entry sharing the thoughts and feelings of a young person in a dystopian future To write a persuasive job application 'in role' as one of the 'Hidden Figures'	To write a setting description to unsettle and frighten school visitors To write a mystery story to grip and frighten Year 5 children (Y5 Vote for the most frightening story) To write a biography to inform Mrs Chowdhury about the mysterious Harris Burdick

Spring I						
Big Question	How has diversity improved life?					
Year Group	1	2	3	4	5	6
Reading						
Core Text(s) for Reading Lessons						
Title, Author, Year of Publication	Hamlet, William Shakespeare, 1600. Lion King (Disney adaptation)	The Giraffe, The Pelly and Me, Roald Dahl, 1985	The Stolen Spear, Saviour Pirotta, 2019	Aarti and the Blue Gods, Jasbinder Bilan, 2021	Windrush Child, Benjamin Zephaniah, 2020	Safiyyah's War, Hibba Noor Khan, 2023
Genre	Tragedy, Classic Theatre	Children's Classic/Comedy	Historical Fiction	Fantasy	Historical Fiction	Historical Fiction
Key Themes	Good vs Evil, revenge, loss, heroes and villains,	Friendship, helping others, altruism, animals	Courage, self-discovery, friendship, family, altruism	Family; fantasy; truth and lies; growing and changing, diversity	Bullying, Family, Journeys, Home, Human Rights, Racism, Politics, Diversity	Courage, Loyalty, Religion, Coming-of-age,
Plagues of Reading	Archaic (original)	Complexity of plot		Complexity of plot/symbol	Complexity of plot	
Poetry						
	The Poor Old Lady (who swallowed a fly), Anonymous (Poetry Foundation.org)	On The Ning Nang Nong, Spike Milligan, 1959 (Children's Poetry Archive)	Bluebottle, Judith Nicholls, 1992 (Children's Poetry Archive)	The Sea, James Reeves, 1958 (see version saved in Core Subjects- English)	The London Breed, Benjamin Zephaniah, 2001 (version from 'Poems on the Underground' for the Windrush 75 commemoration this year- see other poems from this collection)	High Flight, John Gillespie Magee, 1941 (Poetry Foundation.org)
Writing						
Core texts/experiences for Writing Lessons (Title, Author, Year of Publication)						
	Hamlet, William Shakespeare, 1600, The Lion King (Disney adaptation)	King Lear, William Shakespeare, 1606 (linked to Cinderella and Love Like Salt- traditional folk tale)	Hamlet, William Shakespeare, 1600	The Tempest, William Shakespeare, 1610	Romeo and Juliet, William Shakespeare, 1595	Macbeth, William Shakespeare, 1623
Writing Purposes and Text Types	To write sentences to describe the return Mufasa's ghost from the perspective of Simba (innovation- reasons for feeling unsure/nervous, how this embodies itself) To write persuasive sentences arguing that I should be the 'leader' of my class (linked to the idea of leadership in The Lion King – Scar vs Simba) To create a non-chronological report informing Mrs Matthews about Ibn Battuta and his explorations of the world (innovation- a choice of exploration to discuss.)	To write a letter from Cordelia to her father persuading him give her a share of his wealth (innovation- invented reasons that her sisters are worse than her- in the context of the time) To write a love poem to show my ____ (chosen recipient e.g. father, mother, grandparent) how much I love them (Using a repetitive structure of similes incorporating expanded noun phrases) To create a non-chronological report informing parents and carers about Sarah Forbes Bonetta	To write diary entry about the night that the ghost of the old King appeared from the perspective of a character (innovation- chosen perspective e.g. Hamlet/Horatio/old Hamlet/Ophelia) To write a review of 'Hamlet' for Y2 children to help them decide whether to read it themselves (innovation- own opinions of the play, best/worst parts) To create a brochure persuading people from the late Bronze Age to move into a new settlement (innovation- choice of	To write a descriptive narrative telling the story of the storm and the shipwreck from the perspective of one of the characters (innovation- which character, their thoughts and feelings) To write a review of 'The Tempest' for our local theatre to help them decide whether to show the play for children (innovation- based on own opinions of the play) To write a balanced argument considering the question: 'Were the Vikings successful?'	To write a witness statement giving the police my account of the balcony scene (from the perspective of a character e.g. nurse/Lord or Lady Montague/Capulet, member of either house. This is detail focused recount including thoughts and feelings. The personal opinions of the character will affect what they 'see', 'hear' and feel. To be written in modern language) To write a balanced argument considering the questions: 'Who is responsible for the tragic ending of the story of Romeo and Juliet?' Audience: Ms Radford, our English lead; innovation- does responsibility lie with Romeo or Juliet	To write a descriptive narrative telling the story of the meeting of the Three Witches from the perspective of a character or story element Audience: Director of the Nottingham Playhouse (innovation- choice of perspective) To write a letter from Macbeth to Lady Macbeth informing her about the meeting of the witches and the prophecies (innovation- description of his thoughts and feelings, consider possible variations of authorial intent (does he want to appear brave?

		and why she is an important historical figure (innovation- choice of sections for the report + reasons why SFB is important them)	sections for the brochure + persuasive reasons to settle)	Audience: Mrs Matthews, our History lead (This writing will build upon the skills acquired in the review piece but add further formality).	themselves, their families, Friar Lawrence, the world at large?) Innovation- their chosen arguments and conclusions) To create a non-chronological report informing Mrs Matthews about how diversity has enriched the UK (innovation- choice of sections)	To let her know about his fears?) To write a third person descriptive narrative retelling the WW2 story of 'Beyond the Lines' for parents and carers (innovation- choices of focus for description)
--	--	---	---	--	---	--

Spring 2						
Big Question	What makes a good place to live?					
Year Group	1	2	3	4	5	6
Reading						
Core Text(s) for Reading Lessons						
Title, Author, Year of Publication	Paddington, Michael Bond, 1958	The Owl Who Was Afraid of the Dark, Jill Tomlinson, 1968	Featherliught, Peter Bunzl, 2021	Wild Robot, Peter Brown, 2016	Holes, Louis Sachar, 1998	A Good Day for Climbing Trees, Jaco Jacobs, 2018 (translated from Afrikaans)
Genre	Children's Classics/Animal Stories	Children's Classics/Animal Stories	Adventure	Science-Fiction	Realistic Fiction	Realistic Fiction
Key Themes	Family and friends, new places and people, travel, mix-ups, humour	Fear and bravery, wisdom, family and friends	Bravery, responsibility, growing up, family, the sea and storms, weather, dreams, myths and legends	Technology vs Nature, Animals and habitats, Empathy and Kindness, Seasons, Cycles of life	Growing and changing, coming of age, friendships, cruelty, fate	Environment, conservation, family, friendships, activism, social change
Plagues of Reading	Complexity of narrator		Complexity of symbol	Complexity of plot/symbol	Complexity of narrator	
Poetry						
	Plane Spotting, Jane Newberry CLPE Poetry Archive (Rhyming couplets, repetition)	I am Brave, Laura Mucha Children's Poetry Archive (Rhyming couplets, repetition)	Journey, Valerie Bloom CLPE Poetry Archive (Rhyme, rhythm, word play, repeating sounds)	Sun is Laughing, Grace Nichols CLPE Poetry Archive (Ode, personification)	There are Things that Lurk in the Library, Joseph Coelho CLPE Poetry Archive (Free verse, personification)	Apple Tree, George Szirtes CLPE Poetry Archive (Imagery, personification, metaphor, rhythm)
Writing						
Core texts/experiences for Writing Lessons (Title, Author, Year of Publication)						
	Paddington, Michael Bond, 1958	The Disgusting Sandwich, Gareth Edwards, 2013	Flotsam, David Wiesner, 2006	Powerless- Short Film, Literacy Shed	Francis- Short Film, David Eggars, Literacy Shed	The Land of Neverbelieve, Norman Messenger, 2012
Writing Purposes and Text Types	To write a letter to Mrs Chowdhury persuading her to come to our Paddington-inspired afternoon tea party (innovation- details of the tea party, details about Paddington) To write a diary entry as Paddington Bear sharing his memories of his day at the zoo (innovation- details of the day, thoughts and feelings e.g. what animals he liked the most/least) To write a recount informing parents and carers about our trip to Wollaton Park (innovation- personal thoughts and feelings about the day)	To create a set of instructions for making my own disgusting dish to be part of the FFPS Disgusting Dishes Kids Cookbook (Innovation- chosen ingredients, descriptions, methods) To write my own version of 'The Disgusting Sandwich' story to send to the author, Gareth Edwards (Innovation- plot details, ingredients of the sandwich, characters) To create a brochure persuading tourists to visit Burton Joyce village (Innovation- choice of features to focus on)	To write a rich setting description to create the image of my own 'Flotsam' scene in the minds of school visitors (innovation- details of the setting) To write a story sequel 'Jetsam' to entertain the author David Wiesner (innovation- characters, details of plot) To create a persuasive leaflet for tourists from England to visit Bestwood or Potes Village (innovation- choice of destination, details of description)	To write an eerie descriptive narrative to grip school visitors (innovation- details of description, choice of plot after the robot wakes) To write an explanation informing young inventors about your newly designed robot (innovation-features and details of the robot) To create an advert to persuade new homeowners to buy solar panels (choice of persuasive arguments to focus on)	To write a newspaper report informing the local community about the mysterious disappearance of Francis Brandywine (innovation- quotes, suggestions of what may have happened to Francis) To write a suspense story to grip the imaginations of Year 4 children (innovation- characters, details of plot) To give a speech persuading business leaders to end deforestation (innovation- choice of arguments to focus on)	To create a presentation to persuade supermarket bosses to stock my new range of Neverbelieve fruit and vegetables (innovation- their own range of fruit and vegetables) To write an explanation informing young scientists about the growth and key features of a newly discovered Neverbelieve tree (innovation- their own tree) To write a balanced argument informing school visitors about different views on climate change (innovation- structure, areas of focus)

Summer I						
Big Question	Where does the power come from?					
Year Group	1	2	3	4	5	6
Reading						
Core Text(s) for Reading Lessons						
Title, Author, Year of Publication	The Story of Robin Hood, Rob Lloyd Jones, 2014	The Baker's Boy and the Great Fire of London, Tom Bradman, 2017	The Iron Man, Ted Hughes, 2005	The Ancient Egypt Sleepover, Stephen Davies. 2002	Who let the Gods out?, Maz Evans, 2017	The Goldfish Boy, Lisa Thompson, 2017
Genre	Myths and Legends, folklore	Historical fiction	Science-Fiction (Fantasy/modern fairy tale)	Mystery/detective/adventure	Fantasy thriller/adventure	science, fantasy and emotion.
Key Themes	Heroes and villains, Taking care of each other, Good vs Evil	Bravery, different perspectives, family, empathy, emotions,	Technology vs Nature Friendship Trust	History, friendships, bravery, courage	Humour, good versus evil, myths and legends, mental health, greed, poverty.	loss, death, and struggling with personal flaws
Plagues of Reading	(Archaic-original)		Complexity of Plot/Symbol			
Poetry						
Writing						
Core texts/experiences for Writing Lessons (Title, Author, Year of Publication)		 			  	
	The Story of Robin Hood, Rob Lloyd Jones, 2014	Vlad and the Great Fire of London, Kate Cunningham, Pudding Lane- Literacy Shed video	Tabula Rasa Literacy Shed The Lost Thing Shaun Tan (Create The Thing sculpture with artist visitor TBC)	Tadeo Jones, Literacy Shed	King Midas, Literacy Shed Ancient Athens, Literacy Shed	Little Freak, Literacy Shed
Writing Purposes and Text Types	To write a diary entry from the perspective of Robin Hood. (Innovation: different character i.e. Maid Marian, the arrow of Robin Hood, Friar Tuck, Little John). To write sentences describing Sherwood Forest to Year 1 children. To write a Wanted Poster for Robin Hood. (character description) History: To write a recount of our trip to the Nottingham Castle to share with our families (non-fiction; innovation- different personal experiences on the day, favourite part of the day)- to be shared with parents/carers.	To write a setting description of the Great Fire of London to entertain Year 2 children. To write a diary entry from the perspective of one of the residents (innovation- choose one of the various tradespeople who may be living there: baker, butcher, priest, beggar). To write a set of instructions of how to make the bread from the bakery on 'Pudding Lane'. History: To write a biography of Samuel Pepys to inform next year's Year 2 children (add to class library).	To write a diary from the perspective of 'The Lost Thing'. To write a 'lost and found' poster character description of 'The Lost Thing' (based on their sculptures from Artist visitor). To write a prequel to the story to explain where The Lost Thing came from. History: To write a non-chronological report about the Roman Empire to inform next year's Year 3s. (Innovation: choose one area to focus on and create a whole class book for the class library.)	To write the opening of a narrative which builds tension to entertain Year 3s. History: To write an explanation about how the mummification process works. (Not instructions) To write a survival guide for Egyptians to inform them about how to survive in Ancient Egypt. History: To write a non-chronological report about the Ancient Egyptians to inform next year's Year 4s. (Innovation: choose one area to focus on and create a whole class book for the class library.)	To write 'chapter 2' of King Midas to add to our school library. (e.g. 'two weeks later' which could include him becoming rich but then starving to death). To write an entertaining '500 word' narrative inspired by 'Greek Myths' by Marcia touch' to share with Year 4s. M version to use as an inspiration To write a persuasive brochure to entice tourists to Ancient Athens. History: To write a non-chronological report about Ancient Greece to inform next year's Year 5s. (Innovation: choose one area to focus on and create a whole class book for the class library.)	To write a formal persuasive presentation to encourage others to take action to stop climate change. To write a descriptive setting description of the caravan in the storm. To write a first-person narrative which builds tension when 'The Little Freak' is waiting to go on stage. (Similar to 'The Applause' GDS Frankie Year 6 exemplification). History: To write a non-chronological report about the Mayans to inform Year 6. (Innovation: choose one area to focus on and create a whole class book for the class library.)

Summer 2						
Big Question						
Year Group	1	2	3	4	5	6
Reading						
Core Text(s) for Reading Lessons						
Title, Author, Year of Publication	Beegu, Alexis Deacon, 2004	Grimwood: Laugh your head off with the funniest new series of the year, Nadia, Shireen, 2001	Fortunately the Milk by Neil Gaiman	The Lion, the Witch and the Wardrobe, C.S.Lewis, 2023	A Place called Perfect, Helene Duggan, 2017	Malamander, Thomas Taylor, 2019
Genre	Science fiction	Comedy	Comedy & science-fiction adventure	Fantasy adventure	Fantasy, mystery, adventure	Fantasy/horror
Key Themes	Unusual friendships, inclusion, space	Animals, right vs wrong, choices, good vs evil	Overcoming adversity, fantasy, determination	Fantasy mythical creatures, family; heroes and villains;	Family, empathy,	Family, friendship, empathy,
Plagues of Reading				Pre-Archaic; Non-linear time sequence		
Poetry						
	On the Ning Nang Nong			The Lost Words		The River= Valerie Bloom
Writing						
Core texts/experiences for Writing Lessons (Title, Author, Year of Publication)						
	The Way Back Home by Oliver Jeffers	The Proudest Blue by Ibtihaj Mohammed	The Lighthouse, Literacy Shed The Lighthouse - THE LITERACY SHED The Tunnel by Anthony Browne	The Tale of Three Brothers The Tale of the Three Brothers Harry Potter and the Deathly Hallows Pt. 1 (youtube.com) The Lion, the Witch and the Wardrobe	A River by Marc Martin	Alma (Literacy Shed) Alma - THE LITERACY SHED
Writing Purposes and Text Types	To write a letter reply to our PenPals in a different country. To write a character description of an alien to draw the attention of children (in form of a postcard to send back home; innovation- how to describe your own alien). For display in the Stanley building. To write a book review to show Oliver Jeffers my opinion of 'The Way Back Home' (non-fiction; innovation- opinions on the story- favourite characters, best part, recommend or not) Audience: To be sent to Oliver Jeffers	To write a letter reply to our PenPals in a different country. To write a recount from the perspective of Asiya.to show her thoughts and feelings. (In the form of a diary) To write a biography of the author and Olympic medalist, Ibtihaj Muhammad.	To write a set of instructions for a potion to make a good friend. (Change the purpose: compare to a set of instructions on how make a bad friend). To write a set of instructions for how to be a villain. To write a descriptive opening which builds tension. (Based on The Lighthouse video up to when the lighthouse stops working). To use dialogue to reveal characters' thoughts and personality. (Based on 'The Tunnel- contrast of characters nervous vs brave, daring and adventurous).	To write a letter reply to our PenPals in a different country. To use dialogue to reveal characters' personality and motives. (Based on Tale of Three Brothers, up to point death gives them the gifts (bridge). To use description and dialogue to reveal the character personality and motives of the White Witch. History: To write a non-chronological report about the Ancient Egyptians to inform next year's Year 4.s. (Innovation: each child to choose one area to focus on and create a whole class book for the class library.)	To write a letter reply to our PenPals in a different country. To write a descriptive account from the perspective of the river. (personified) To write a formal persuasive letter to persuade parliament/local council to take action. (To save our rivers/oceans/stop plastic pollution).	To write a letter reply to our PenPals in a different country. To build tension, writing from the perspective of a chosen character/story element (Based on Alma- include description of the setting outside the shop.) To write a formal webpage/holiday brochure to persuade a holidaymaker to visit your luxury hotel. (formal). To write an informal TripAdvisor 'bad' review to inform the hotel manager.