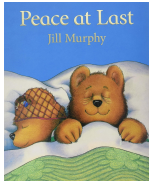


# Year 1

## Autumn 1

### Houses and Homes



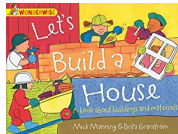
#### Non-Chronological -(3 weeks)

Write labels for an information booklet about homes.



**Narrative -(3 weeks)** Retell the Three Little Pigs orally. Write simple sentences using patterned language, words and phrases from the story.

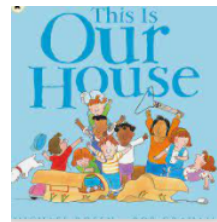
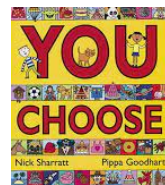
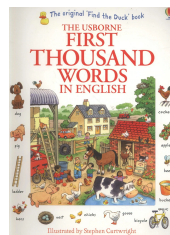
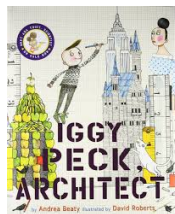
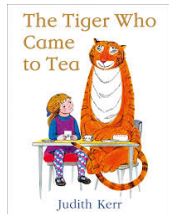
**Model Text:** The Three Little Pigs (Pie Corbett Version)



**Instructions- (1-2 weeks)** Following a practical experience, write up the instructions for the simple process of building a house (with lego or in the creative area)

**Model Text:** How to make a sandcastle. (Instructions)

## Reading Spine:



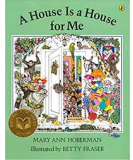
## Autumn 2

### Houses and Homes (UK animals)



**Non-Chronological (3 weeks)** Write a simple non-chronological report with a series of sentences to describe animals and their homes.

**Model Text:** Woodland Animals (Non-Chronological)



**Poetry** - A house is a house for me (1 week) Recite familiar poems by heart



**Narrative** -alternative version (3 weeks) Write a re-telling of a story based on a central character.

**Reading Spine:**



**Spring 1**

**Weather**



**Narrative** - (2 weeks) Innovate on patterns from a familiar story using known story language.



**Poetry (1 week)** Personal responses to poetry. Recite familiar poems by heart.

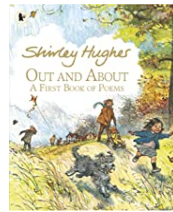
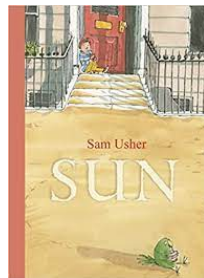
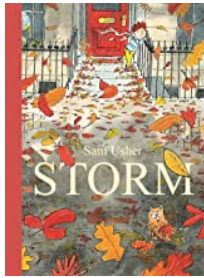
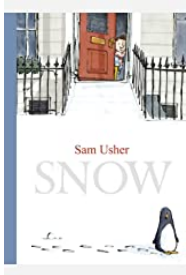
**Model Text:** Seasons (poetry)



**Recount - (2 week)** Write sentences to match pictures, or sequences of Pictures a trip to the central library.

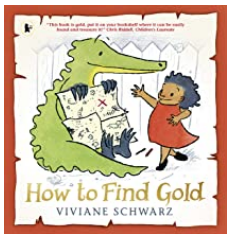
**Model Text:** Trip to the zoo (Diary Entry)

**Reading Spine:**



**Spring 2**

**Routes and journeys:**

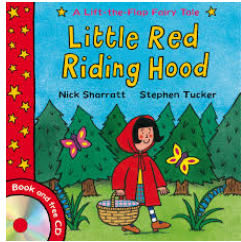


JUST IMAGINE...  
TAKE ONE  
BOOK

- **Narrative-** alternative version (**3 weeks**) Write a re-telling of a story with an adaptation. Using patterns and language from familiar stories. Retell a complete story with a beginning, middle and an end (for some this will be written).  
**GenreExpectations:** [https://docs.google.com/document/d/1m0mF1SAEnOeHBTs6R7UaKrZ\\_ilQ5iTChlcnwuHyx\\_3M/edit?usp=sharing](https://docs.google.com/document/d/1m0mF1SAEnOeHBTs6R7UaKrZ_ilQ5iTChlcnwuHyx_3M/edit?usp=sharing)  
**Phase Planning Example:** <https://docs.google.com/document/d/1vk6n5lsdJgnWOWIQ3JpHHmrl0gAWjA1cJiyXAwu-eNI/edit?usp=sharing>
- **Recount-** treasure hunt (**2 weeks**) Write simple first person recounts based on personal experience, incorporating at least three chronological events in order, whilst maintaining the past tense with consistency. Use of adverbials of time to aid sequencing

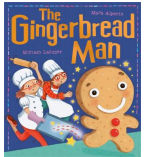


**Summer 1**  
**Traditional Tales- Journeys**



**Narrative** -traditional tales (**3 weeks**) Write a complete story which includes characterisation i.e. a good and a bad character  
*Model Text:* Little Red Riding Hood (Narrative)  
 Little Red Riding Hood (Character description)

**Persuasion** -(**2 weeks**) Write a wanted poster persuading the reader to catch the wolf.



**Narrative** -predictable phrases (**2weeks**) Write a re-telling of a traditional story. Retell a familiar story orally. Write their own story version of a familiar story and re-count events in sequence.

**Reading Spine:**



## Summer 2 Plants and Seeds

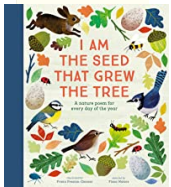
**Instructions-** 'How to plant a seed' (**2 weeks**) Following a practical experience, write up the instructions 'How to plant a seed'. Including a numbered list, title and a simple list of equipment.

*Model text:* How to grow a plant



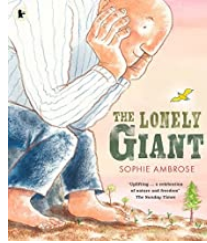
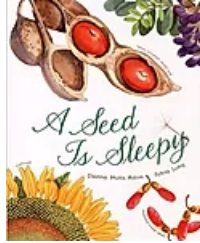
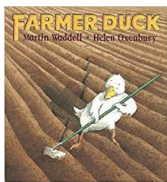
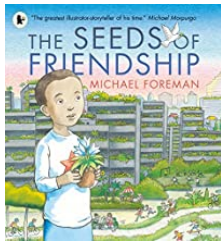
**Non-Chrological Report:** Seasons. (**2 weeks**)

*Model Text:* Seasons (Non-chronological)



**Poetry** -'I am the seed that grew the tree' (**1 week**) Read, write and perform free verse (ongoing throughout the year, poem a day)

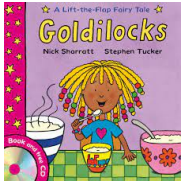
*Model Text:* Summer time at the beach (poetry)



## Year 2

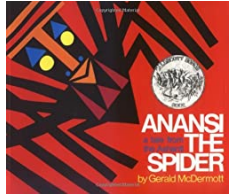
### Autumn 1

#### **Transition- Traditional Tales**



**Narrative-** *Goldilocks, writing their own version.* **(3 weeks)**

#### **Hot and Cold Places (Nigeria)**



**Narrative (2/3 weeks)** retelling of an Anansi myth.

Anansi and the magic yams

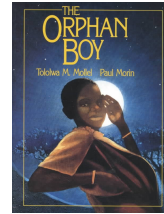
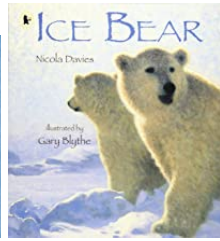
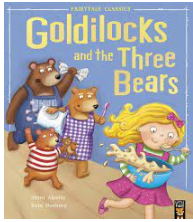
**Model Text:** How Anansi Got Thin Legs (Narrative)

**Non-Chronological Reports - (2/3 weeks)** *Animals in hot/cold environments*

**Model Text:** Arctic Animals (Non-Chronological report.)

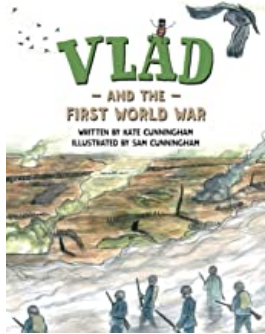
Antarctic Animals (Non-Chronological report)

African Animals (Non-Chronological report.)



More Anansi,  
TooMuchTalk by Angela Shelf Medearis

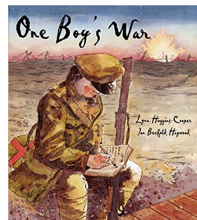
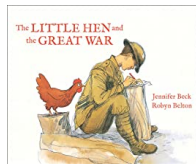
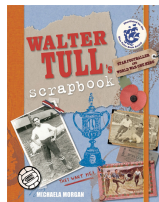
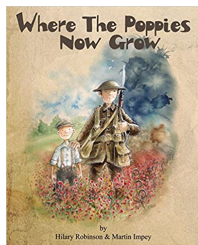
**Autumn 2**  
**Remembrance**



**Narrative ( 3 weeks )**: setting and character descriptions.

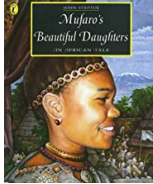
**Recount ( 2 weeks )** in the form of letters from the trenches.

**Poetry ( 2 weeks )** The Sound Collector



## Spring 1

Stories from other cultures. (The World's continents)



**Narrative** retelling as the characters (**3 weeks**)

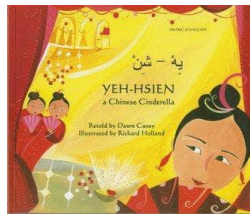
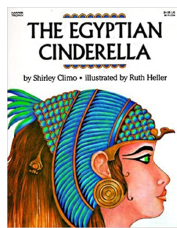
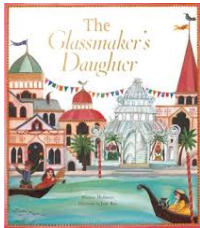
**Model Text:** Cinderella A Twisted Tale.



**Non-Chronological**-Writing about the seven continents (**2 weeks**)

**Instructions (1/2 weeks)** *DT link, moving puppets*

### **Reading Spine**



## Spring 2





## Oceans

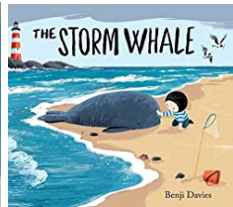
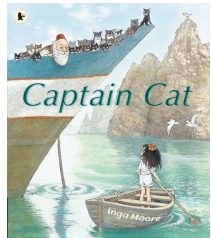
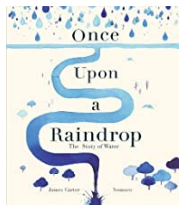
**Narrative (2-3 weeks)** Writing an alternative version.

**Persuasion (2 weeks)**- Not dropping plastic in the ocean.

**Model Text:** Set Sail on the Unsinkable Titanic (Persuasive Advert)

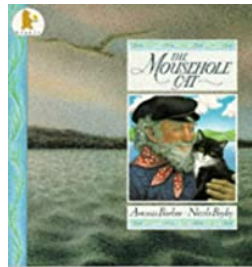
**Poetry (1 week)** about the sea

## Reading Spine



## Summer 1

### Oceans



**Narrative- (2/3weeks)** Plan and write your own story or re-tell a known story, using a range of sentence types and language to add detail.

**Weather Report (1/2 weeks)**- Weather -storms

**Instructions (1week)** - How to write a code. (ICT link)

**Model Text:** How to Keep your Lighthouse Clean

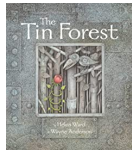
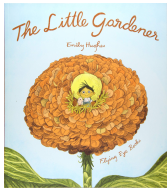


**Summer 2**

**Where My Wellies Take Me**

**Recount** - (YSP/Beach dependent on year (2023 YSP))

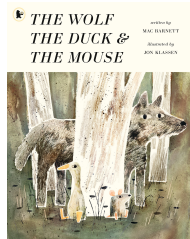
**Narrative** - Narrative - Tin Forest



**Explanation-(2/3 weeks)** Explanation - Caring for the garden/ How flowers grow

**Model Text:** How do you look after a sunflower? (Explanation)

How to look after a sunflower. (Instructions to compare)





## Year 3:

### Autumn One

#### Stone Age to Iron Age



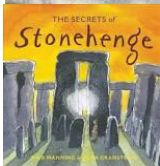
**Narrative (2/3 weeks)** Write a story set in the stone age, focus on setting description - Plan, evaluate and edit.

*Model Text:* Stone Age Boy, short story

**Recount (1-2 weeks)**

*Model text:* Stone Age Boy Letter Home

**Non-Chronological Report (3 weeks)** linked with history work on the stone age.



**History Big question:** How did people live in prehistoric Britain?



## Autumn Two

### Rocks and Soils - How settlement changed the land...



**Narrative (3 weeks)** Write a narrative based on the changes shown in the illustrations in 'Window'. Focus on the structure of stories.

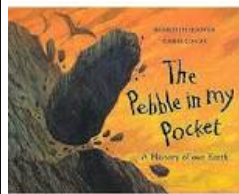
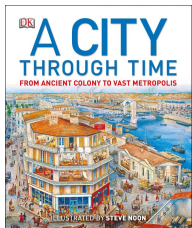
**Persuasion** -persuasive advert/leaflet (**2 weeks**) Persuasive advert for the countryside or the city or a persuasive letter persuading someone not to build houses on land.

**Model Text:** Visit Greek (Persuasive advert)



**Poetry** Moon Juice

### **Geography: Big Question- What is settlement?**



## Spring One

### Ancient Egypt

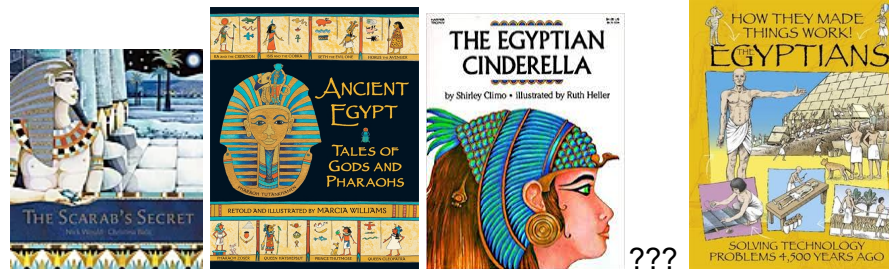


**Narrative** Riddle of the Sphinx (2-3 weeks) Write a story in the third person, organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.

**Model Text:** Ancient Egypt (Setting Description)



**Instructions (2 weeks)** Write increasingly complicated instructions using a wide range of devices to make them easier to follow. Evaluate their effectiveness. **Model Text:** How to Mummify your best friend. (For MA Y4)



**Poetry (1 week)** Mummy - Myra Cohn Livingston -Behind the museum door poetry anthology

Model Text: Ancient Egypt Poem

**History Big Questions: What do we know about the Ancient Egyptians from what has been left behind?**

Spring Two

Classic Fiction/ light and dark



**Narrative** Traditional Tales, alternative versions (**2-3 weeks**) Re-tell or adapt a traditional tale varying voice and intonation to create effects and sustain interest. Include dialogue to set the scene and present characters.

**Model Text:** Egyptian Cinderella (Characterising speech)



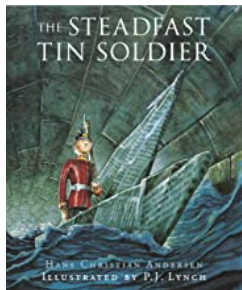
**Explanation (2/3 weeks)** Light and Dark

**Model Text:** How do Shadows Puppets Work?

**Model Text:** How do shadows change? Science experiment write-up

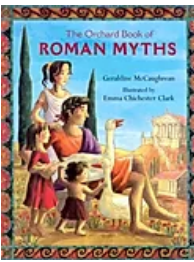
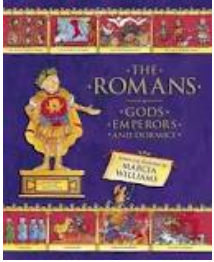
**Geography Big Question: Where is Egypt and what is it like there?**

**Reading spine:**



**Summer One**

## Roman Empire (Settlement in Britain)

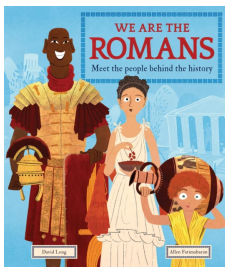
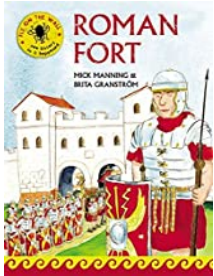
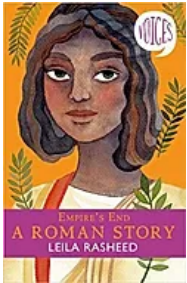


**Narrative Myths and Legends (3 weeks)** Write an adventure story with a problem and a resolution and organise into paragraphs that include adverbs of time. Include detailed description of setting and characters.

*Model Text:* Romulus and Remus Short Story

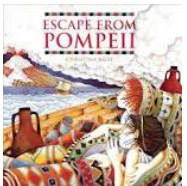
**Non-Chronological Report** 'What did the Romans do for Britain?' (2-3 weeks) See Gramasaurus

**Big Question:** *How was Britain impacted by the Roman invasion?*



## Summer Two

### Mountains and Volcanoes - Survivors and Explorers



**Recount (2-3 weeks)** Write the same event in a variety of ways including a recount letter.

**Model Text:** Letter: Escape to Pompeii.



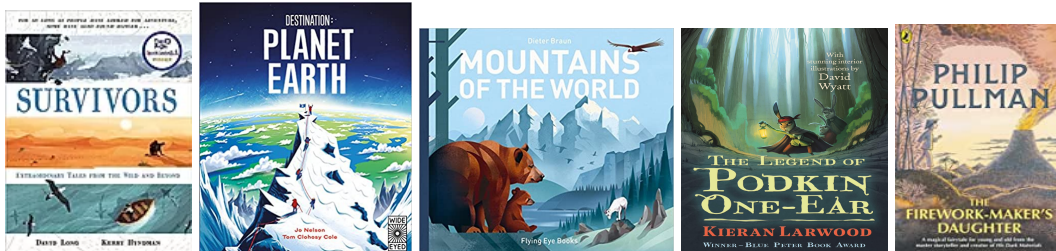
**Narrative (2-3 weeks)** A 5 part story with a dilemma.

**Model Text:** Escape to Pompeii (setting description)

**Explanation:** Why does a Volcano erupt?/How are mountains formed? (1-2 weeks)

**Model Text:** How are volcanoes formed? Building on work from the previous explanation unit.

**Big Question:** What are Mountains and why are they there?



Poems- volcanoes

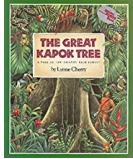


## Year 4:

Procedural instructions in DT and science to retrieve learning from Y3.  
Science write up of an investigation

### Autumn 1

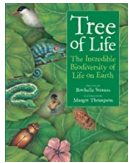
#### Rainforests (The Amazon)



**Narrative (2-3 weeks)** Plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.

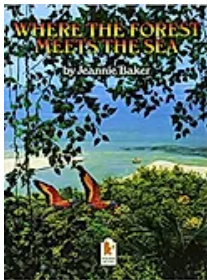
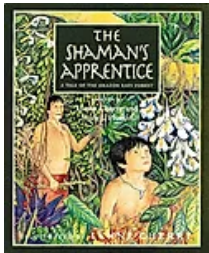
Model Text: *The Rainforest (Setting Description)*

**Poetry (1 week)** For Forest - Grace Nichols (see poems below) Read, write and perform free verse



**Non-Chronological Report (2-3 weeks)** Write a comparative report based on their own notes taken from several sources.

**Big Question: What is a Rainforest?**



Story time

## Autumn 2

**Narrative (2-3 weeks)** Plan and complete stories by identifying stages in the telling: introduction – build up – climax or conflict – resolution. Organise paragraphs around a theme and include descriptive detail to evoke the setting and make it more vivid.

**Model Text:** The Amazon Adventure



(Greenpeace international video: <https://www.youtube.com/watch?v=TQQXstNh45g>)

**Persuasion** Could be about saving the Rainforest (**3 weeks**) Assemble and sequence points in order to plan the presentation of a point of view, Focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.

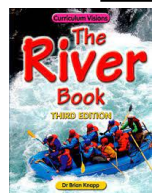
**Model Texts:**

- Help the rainforest recover (Persuasive advert)
- Deforestation (Persuasive advert)
- Deforestation(Letter)

**Big Question: Why is protecting the world's Rainforests important?**

## Spring 1

### Rivers



**Explanation** could be explaining the water cycle (**2 weeks**) **Model Text:** How the water cycle works (for GD children)

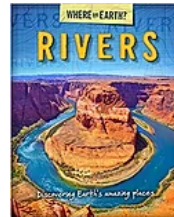
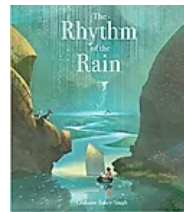
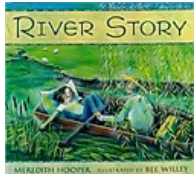
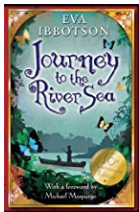
Write an explanation text in a personal and an impersonal style, adapting the use of language and grammar appropriately. Using appropriate features e.g. create a flowchart to explain water cycle/ how electricity can be generated using rivers etc.



**Recount (2-3 weeks)** Write the same event in a variety of ways (in the third person) such as in the form of a story, a letter, a diary or a news report.

**Poetry** could be 'I asked the river' - Valerie Bloom -see poems below(1 week)

Big question covered in the water cycle explanation



**Spring 2**

**Britain: Scots and Anglo Saxon Settlers**



**Non-Chronological Text including instructional writing. (2-3 weeks)** Write an information text about Anglo-Saxon settlers including some instructions.

*Model Text:* How to Raid an Anglo Saxon Settlement

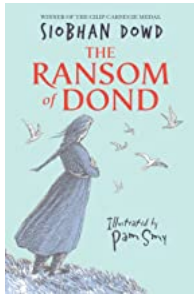
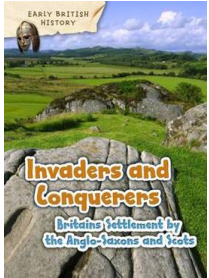
*Model Text:* Crime and Punishment in Anglo Saxon Britain



**Fictional Recount (2-3 weeks)** Write the same event in a variety of ways (in the third person) such as in the form of a story.

**Big question- History**

**How did Britain change during the Anglo Saxon Era?**

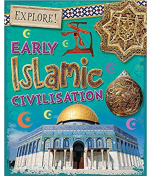


**Early Islamic Empire and the geography of the Middle East**

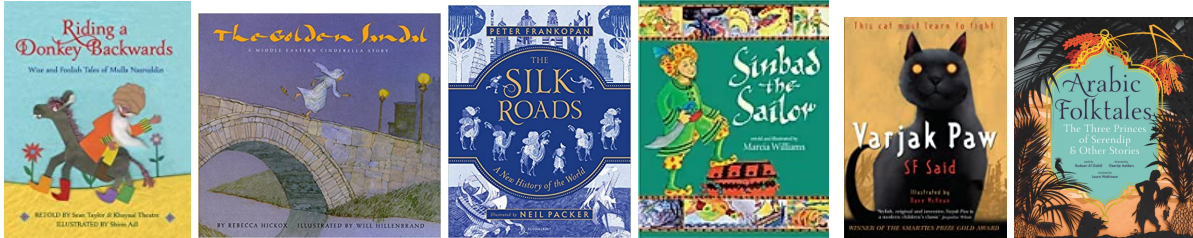


**Narrative** - (2-3 weeks) Write in role, as a character from a story.

**Poetry** - could be 'Old World New World' - John Agard see poems below (1-2 weeks) Read, write and perform free verse



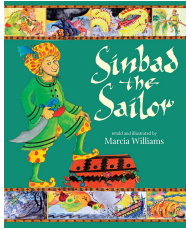
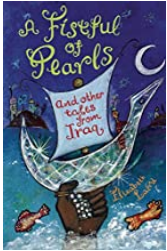
**Non-Chronological Report** - (2 weeks)



**Big Question:** What did Baghdad and the Caliphate do for us?

**Summer 2**

## Early Islamic Empire and the geography of the Middle East



**Narrative** - traditional tales, myths (quests) A traditional tale from the Middle East (**2-3 weeks**) repeated words and phrases, adverbial phrases and use of pronouns.

**Persuasive Arguments (1 week)** Write a book review that explores the different viewpoints of a book read.

Science Investigation- write up a complete science investigation.

**Big Question-** What is the geography of Baghdad?

## YEAR 5:

### Autumn 1 Victorians



**Narrative** -Fiction from our literary heritage, could be fair's Fair/ Street Child. **(3-4 weeks)** e.g. write in the style of the author to complete sections of the stories. (phase 2)

- Take the plot and theme from the text to plan and write their own 5 part contemporary version. Including using language to evoke mood and atmosphere and develop characterisation

*Model Text:* Rags to Riches, Oliver Twist (Short story)

**Persuasion** Could be about current issues of child poverty. **(2-3 weeks)** Draft and write a persuasive letter for a real purpose eg to comment on an emotive issue.

*Model Text:* Rooftoppers (greater depth persuasive letter)

**Big question-** How did Manchester change for ordinary people in Victorian Manchester?

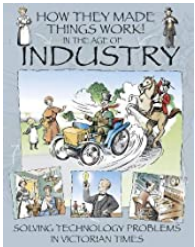


### Autumn 2

## Manchester: Our Industrial Past: How canals shaped Manchester

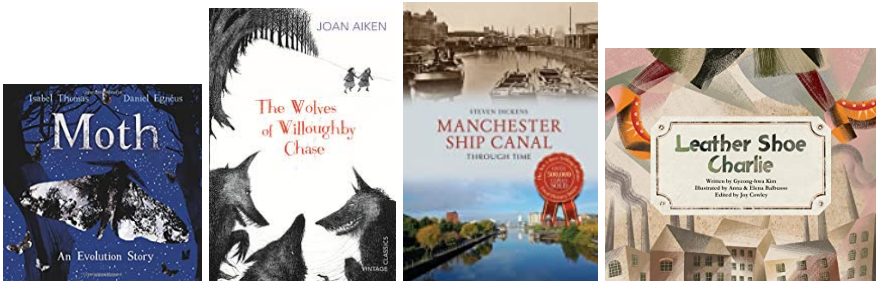


**Narrative classic fiction** could be 'A Christmas Carol' (**3 weeks**) Develop skills of building up atmosphere, suspense and demonstrating awareness of the audience e.g. by using techniques such as recap, repetition, humour or suspense.



**Non-Chronological Report** including instructional writing (**3 weeks**) Collect and write a report in which two or more subjects are compared. Pupils must make their own decisions on form and layout.

**Big Question:** What is a canal and why were they important for Victorian Manchester?



**Spring 1**

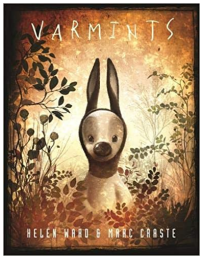
**Sustainability/Improving our environment local: national: international**





**Persuasion** Could be persuasive letters(2 weeks) Show persuasion through a formal letter. Persuasive letters to an MP about improving an area.

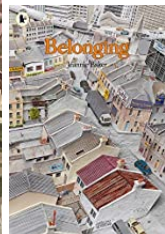
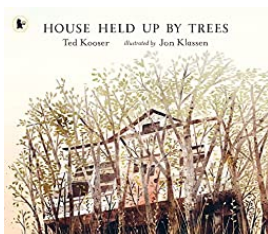
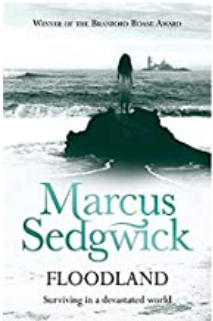
*Model Text:* Letter to the Lord Mayor



**Narrative (2 weeks)** Try adapting a story for a different audience aiming for consistency in character and style, adapting sentence length and vocabulary to meet the needs of the reader.

Poetry the lost words  
The lost spells

**Big Question:** How is Ardwick affected by pollution and what can be done about it?



## Spring 2

### Vikings: Explorers, Invaders, Settlers?

Norse Myths tales of Odin, Thor, and Loki

**Narrative** Myths and legends ( **3 weeks**)

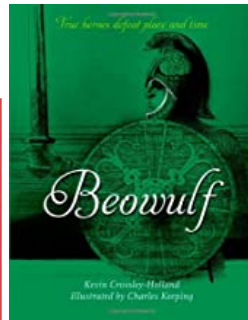
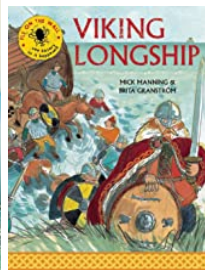
*Model Text:* Arthur and Thor vs the wolf (Characterising Speech Narrative)



**Narrative Recount (2-3 weeks)** Practice writing a recount with word limits, so that the pupils are forced to consider the precise level of formality required.

*Model Text:* The Day of the Fight (Diary narrative recount)

**Big Question:** Who were the Vikings?



## Summer 1

### Migration: why do we move?

**Narrative** Could be based on 'The Island at the End of Everything' ( **3 weeks**) Plan and write a non-linear story e.g. flashbacks and parallel narratives, where events are portrayed simultaneously.

**Explanations** Could be 'Why do people migrate?' Could also be about canal systems or migration for the Industrial Revolution or other links to Geography PoS 'physical geography, including: Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. (2

**weeks)** Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and impersonal style

**Model Text:** How did Vikings invade Anglo Saxons (Explanation- informal and formal examples)

**Balanced Argument** Could be based on immigration. **(2 weeks)** Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument.

**Model Text:** Should England be doing more to support refugees?

Big Question:



## Summer 2

### Space

**Recount** - Write a recount of a known historical event (ie moon landing) **(2-3 weeks)** Write a recount based on the same subject such as a historical event, for contrasting audiences, shifting levels of formality.

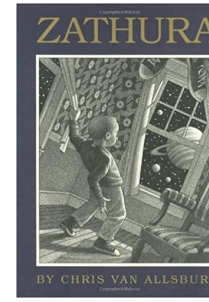
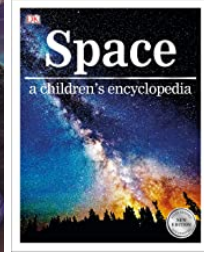
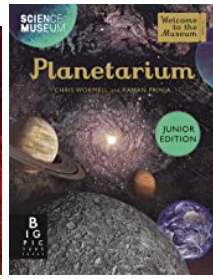
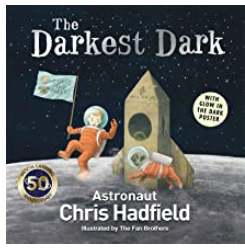
**Non-Chronological** - Space

**Model Text:** Earth and Space (Non-Chronological Report)

**Transition Narrative**- set in space *focus on year 6 expectations*

**Model Text:** Alien Invasion (5 part story)

**Big Question:** How do the planets in our Solar System Differ?

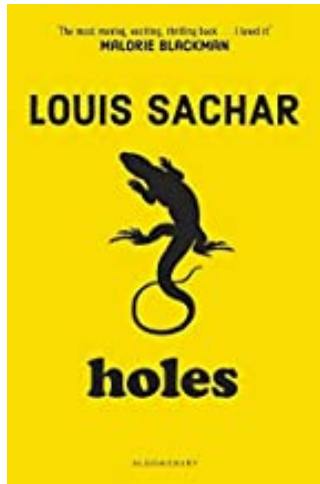


## Year 6-

Discussion, instructions and explanations should be incorporated into other text types and included in phase planning.

Autumn 1

### Crime and Punishment



**Narrative- (3 weeks)** with a focus on exploring character voices. Including character and setting description.

**Model Text:** Characterising speech description 'The Warden vs The Boys'

**Argumentative essay (2 weeks)** persuasive e.g *real cause*.

**Model Text:** (MA children) *Does the punishment fit the crime?*

**Recount (2 weeks)** *A letter home.*

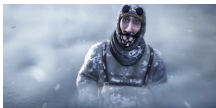
**Big Question:** *How has crime and punishment changed over the centuries? (Non-chronological)*



(GR)

Autumn 2

### Deserts - hot and cold

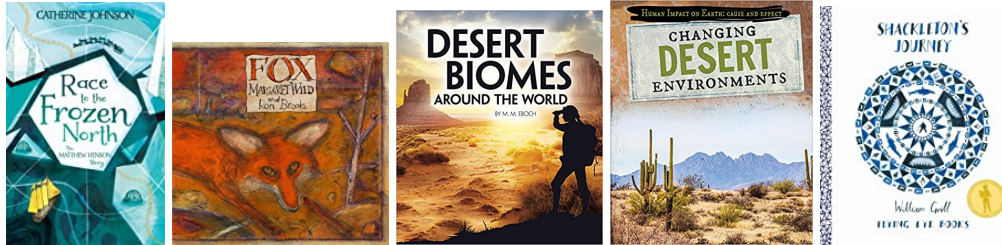


**Narrative** based on '23 below 5 North' (Literacy Shed media) **(3 weeks)** *Including short writes, atmosphere, setting, character*

**Non-Chronological (2 weeks)** Write a report in a formal style, deserts

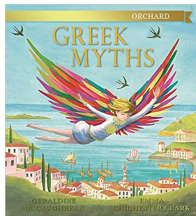
**Explanation- ( 2 weeks)** Why are deserts growing?

**Big Question:** How are deserts unique?



Spring 1

**Ancient Greek Legacy**



**Narrative-**(2 weeks) Alternative version e.g. gender swap, modern version.

**Model Text:** The Greek Underworld- Setting Description



**Narrative- (2 weeks)** Plan and write a story with two narrators, to tell the story from different perspectives, demonstrating shifts in formality (Katniss and a game maker)

**Big Question:**What is the legacy of Ancient Greece?



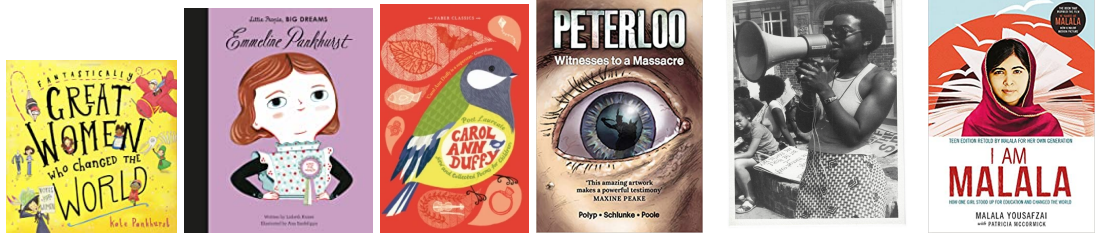
Spring 2

**Democracy: The right to be heard**

**Narrative (2 weeks)**, Own version of the hunger games, short first person narrative, showing different voices.

**Persuasion (2 weeks)** Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.

**Big Question:** Why is democracy an important part of society?



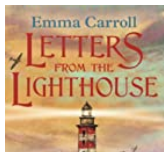
Olive Morris

Summer 1

**Children in World War 2**

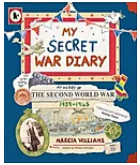
**Recount Letter (2 weeks)** Write a letter home, MA to write a reply from mum.

**Narrative** Transform letters from 'Letters from the Lighthouse' into a narrative. **(2 weeks)** Use paragraphs to vary pace and



emphasis. Use dialogue at key points to move the story on and reveal new information.

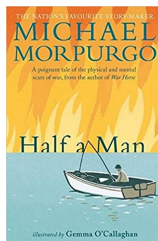
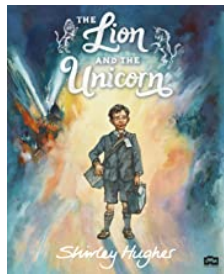
**Model Text:** Surviving the air raid.



**Non-Chronological- (2 weeks)** Write a report in an informal style, selecting correct vocabulary and grammatical structures that reflect the level of formality required.

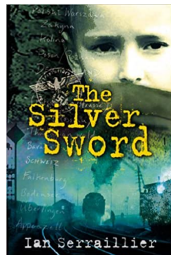
**Model Text-** WW2 Non-Chronological report.

**Big Question:** How did the war affect Britain?



Summer 2

## How World War 2 changed Europe



**Narrative - (2 weeks)**, describing how characters feel; adding detail of sights and sounds; create mood and atmosphere describing a character's response to a particular setting.





**Recount (2 weeks)** from the view of the house.

**Poetry on the war and transition (Michael Rosin)**

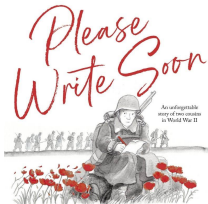
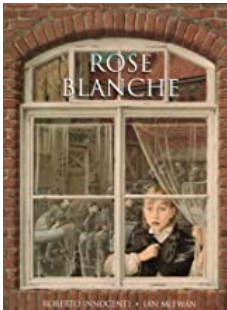
**Play Scripts (leavers assembly)**

**Big Question: How did the impact of war change life in Europe?**

*Star of Fear, Star of Hope*



MORRIS GLEITZMAN



MICHAEL ROSEN  
Illustrated by MICHAEL FOREMAN

POETRY:

Nursery	<p>Repeated exposure to nursery rhymes            Shark in the Park series            A Great Big Cuddle: Poems for the very young            Hairy Maclarey stories            This Little Puffin: A treasury of nursery rhymes, songs and games</p>
Reception	<p>This Little Puffin: A treasury of nursery rhymes, songs and games            Dinosaur Roar            Festivals            Zim Zam Zoom            Green Eggs and Ham - Dr Seuss            Yo Ho Ho A Pirating We'll Go (Kate Umansky)</p>
Year 1	<p>The Puffin Book of Fantastic First Poems            I am the seed that grew the tree            Out and About: A First Book of Poems - Shirley Hughes</p>
Year 2	<p>A First Poetry Book            Heard it on the playground - Allan Ahlberg</p>
Year 3	<p>Paint Me a Poem: New Poems Inspired by Art in the Tate            Moonjuice - Kate Wakeling</p>
Year 4	<p>The Language of Cat - Rachel Rooney</p>
Year 5	<p>The Works KS2</p>
Year 6	<p>The Works KS2            Booked - Kwame Alexander</p>

	New and Collected Poems for Children - Carol Ann Duffy
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Poems to learn and poems to perform:

Nursery	Nursery Rhymes including: Incy Wincy Spider; Humpty Dumpty; Twinkle Twinkle Little Star; Baa Baa Black Sheep; Jack and Jill
Reception	The Lizard - John Gardner <a href="https://www.stgregoryschool.co.uk/wp-content/uploads/2018/09/The-Lizard.pdf">https://www.stgregoryschool.co.uk/wp-content/uploads/2018/09/The-Lizard.pdf</a> Today I saw a little worm - <a href="https://www.j2e.com/our+lady+and+st+kenelm+rc+school/Mrs+A.+Turner/Spike+Milligan/">https://www.j2e.com/our+lady+and+st+kenelm+rc+school/Mrs+A.+Turner/Spike+Milligan/</a> Beware - James Carter <a href="https://clpe.org.uk/poetryline/s/beware">https://clpe.org.uk/poetryline/s/beware</a> Welly Boots - Michael Rosen <a href="https://clpe.org.uk/poetryline/poems/welly-boots">https://clpe.org.uk/poetryline/poems/welly-boots</a>
Year 1	Rain - Lemn Sissay Winter Trees - George Szirtes <a href="https://clpe.org.uk/poetryline/poems/winter-trees">https://clpe.org.uk/poetryline/poems/winter-trees</a> In the Park - Eloise Greenfield <a href="https://clpe.org.uk/poetryline/poems/park">https://clpe.org.uk/poetryline/poems/park</a> Now We are Six - AA Milne <a href="https://www.scrapbook.com/poems/doc/13273.html">https://www.scrapbook.com/poems/doc/13273.html</a> Bed in Summer - Robert Louis Stevenson <a href="https://www.poetryfoundation.org/poems/43190/bed-in-summer">https://www.poetryfoundation.org/poems/43190/bed-in-summer</a> What is Pink - Christina Rossetti <a href="https://www.poetrybyheart.org.uk/poems/what-is-pink/">https://www.poetrybyheart.org.uk/poems/what-is-pink/</a>
Year 2	On the Ning Nang Nong - Spike Milligan <a href="https://www.j2e.com/our+lady+and+st+kenelm+rc+school/Mrs+A.+Turner/Spike+Milligan/">https://www.j2e.com/our+lady+and+st+kenelm+rc+school/Mrs+A.+Turner/Spike+Milligan/</a> Chocolate Cake - Michael Rosen <a href="https://www.youtube.com/watch?v=7BxQLITdOOc">https://www.youtube.com/watch?v=7BxQLITdOOc</a> Jelly Fish - Michael Rosen <a href="https://clpe.org.uk/poetryline/poems/jellyfish-0">https://clpe.org.uk/poetryline/poems/jellyfish-0</a> Bedtime - Eleanor Farjeon <a href="https://www.poemhunter.com/poem/bedtime-17/">https://www.poemhunter.com/poem/bedtime-17/</a> Caterpillar - Christina Rossetti <a href="https://nationalpoetryday.co.uk/poem/caterpillar/">https://nationalpoetryday.co.uk/poem/caterpillar/</a>
Year 3	Please Mrs Butler - Allan Ahlberg <a href="https://www.youtube.com/watch?reload=9&amp;v=FvNofVj8NjY">https://www.youtube.com/watch?reload=9&amp;v=FvNofVj8NjY</a> Mummy - Myra Cohn Livingston -Behind the museum door poetry anthology Sun is laughing - Grace Nichols <a href="https://clpe.org.uk/poetryline/poems/sun-laughing">https://clpe.org.uk/poetryline/poems/sun-laughing</a> Someone - Walter de la Mare <a href="https://www.poetrybyheart.org.uk/poems/some-one/">https://www.poetrybyheart.org.uk/poems/some-one/</a>

	<p>Tea with Aunty Mabel - Jeanne Willis <a href="http://churchfieldsjunior.com/tea-with-aunty-mabel/">http://churchfieldsjunior.com/tea-with-aunty-mabel/</a></p> <p>School Tomorrow (Excuses for Mum) - Joseph Coelho <a href="https://clpe.org.uk/poetryline/s/school%20tomorrow">https://clpe.org.uk/poetryline/s/school%20tomorrow</a></p>
Year 4	<p>For Forest - Grace Nichols <a href="https://clpe.org.uk/poetryline/poems/forest">https://clpe.org.uk/poetryline/poems/forest</a></p> <p>I asked the river - Valerie Bloom <a href="https://clpe.org.uk/poetryline/poems/i-asked-river">https://clpe.org.uk/poetryline/poems/i-asked-river</a></p> <p>The Sound Collector - Roger McGough <a href="https://clpe.org.uk/poetryline/poems/sound-collector">https://clpe.org.uk/poetryline/poems/sound-collector</a></p> <p>Old World New World - John Agard <a href="https://clpe.org.uk/poetryline/poems/old-world-new-world">https://clpe.org.uk/poetryline/poems/old-world-new-world</a></p> <p>Topsy-Turvy World BY WILLIAM BRIGHTY RANDS</p>
Year 5	<p>River Reflection - Jackie Kay <a href="https://clpe.org.uk/poetryline/poems/river-reflection">https://clpe.org.uk/poetryline/poems/river-reflection</a></p> <p>A love letter to the stars - Ruth Awolola <a href="https://clpe.org.uk/poetryline/poems/love-letter-stars">https://clpe.org.uk/poetryline/poems/love-letter-stars</a></p> <p>Something Told the Wild Geese - Rachel Field <a href="https://nationalpoetryday.co.uk/poem/something-told-the-wild-geese/">https://nationalpoetryday.co.uk/poem/something-told-the-wild-geese/</a></p> <p>The Eagle - Alfred Tennyson <a href="https://www.poetryfoundation.org/poems/45322/the-eagle-56d224c9a41d1">https://www.poetryfoundation.org/poems/45322/the-eagle-56d224c9a41d1</a></p> <p>Seeker - Rachel Rooney <a href="https://clpe.org.uk/poetryline/poems/seeker">https://clpe.org.uk/poetryline/poems/seeker</a></p> <p>Jabberwocky - Lewis Carroll <a href="https://www.poetryfoundation.org/poems/42916/jabberwocky">https://www.poetryfoundation.org/poems/42916/jabberwocky</a></p> <p>The British (serves 60 million) - Benjamin Zephaniah <a href="https://benjaminzephaniah.com/rhyming/the-british-serves-60-million/">https://benjaminzephaniah.com/rhyming/the-british-serves-60-million/</a></p>
Year 6	<p>Windy Nights - Robert Louis Stevenson <a href="https://www.poetryfoundation.org/poems/45948/windy-nights">https://www.poetryfoundation.org/poems/45948/windy-nights</a></p> <p>The Raven - Edgar Allen Poe <a href="https://www.poetryfoundation.org/poems/48860/the-raven">https://www.poetryfoundation.org/poems/48860/the-raven</a></p> <p>The Tyger - William Blake <a href="https://www.poetryfoundation.org/poems/43687/the-tyger">https://www.poetryfoundation.org/poems/43687/the-tyger</a></p> <p>The Charge of the Light Brigade - Alfred Lord Tennyson <a href="https://www.poetryfoundation.org/poems/45319/the-charge-of-the-light-brigade">https://www.poetryfoundation.org/poems/45319/the-charge-of-the-light-brigade</a></p> <p>Aleppo Cat - Philip Gross <a href="https://clpe.org.uk/poetryline/poems/aleppo-cat">https://clpe.org.uk/poetryline/poems/aleppo-cat</a></p> <p>In Flanders Fields - John MacCrae <a href="https://www.poetryfoundation.org/poems/47380/in-flanders-fields">https://www.poetryfoundation.org/poems/47380/in-flanders-fields</a></p> <p>Mid-term Break - Seamus Heaney <a href="https://www.poetryfoundation.org/poems/57041/mid-term-break">https://www.poetryfoundation.org/poems/57041/mid-term-break</a></p>