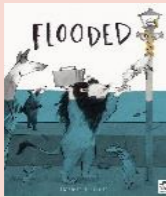
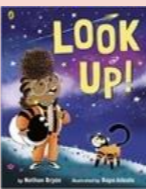
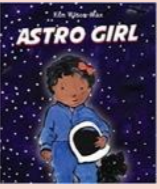
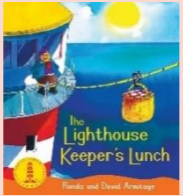

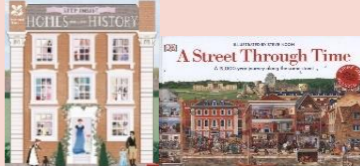

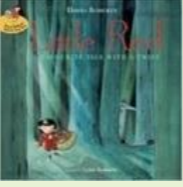




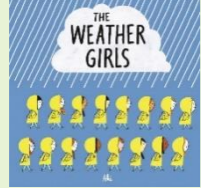

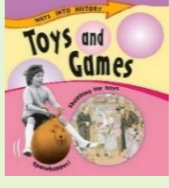
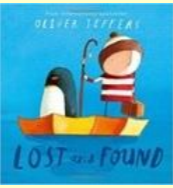

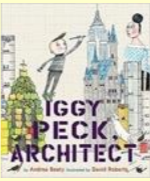

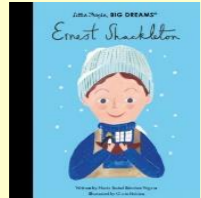
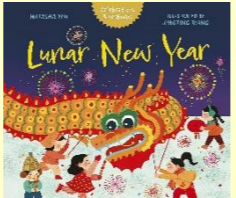

Garras School Reading Spine



Cycle A YR/Y1 (Barn Owls)	Theme/Term	Wild things Autumn 1		Space & our world Autumn 2	
	Focus Text	 WHOLE SCHOOL <i>Flooded</i> Mariajo Ilustrajo	 <i>Naughty Bus</i> Jan Oke and Jerry Oke	 <i>Look up!</i> Nathan Bryon and Dapo Adeola	 <i>Astro Girl</i> Ken Wilson-Max
	Outcomes	Writing in role, including diary entries, dialogue, persuasive pleas and non-chronological reports	Own adventure stories Letters, diaries, sequels, non-chronological reports	Narrative own version Signs and labels, thought bubbles, flyers, letters of advice	Fact files about being astronauts Writing in role, commands, 'how to' guides
	Links and Themes	PSHE, Art, Science, Geography, History Teamwork, community, working together	PSHE, Geography, History Buses, travel, transport, adventures, local area, behavioural expectations, London, toys and the history of toys	PSHE, History, Science Space, materials, relationships, family, bravery	PSHE, science, History Space, space travel, astronauts, dreaming big, being ambitious no matter your size
	Rationale for text	This text is suitable across ages, and will be used for the entire school to foster a shared learning experience around one text and to engender written outcomes – some with the same audiences and purposes, some not – that are 'at pitch' for each phase/stage but that will also aid revision, catch-up and extension where (and in whichever form) needed. This text will be used to create a sequence of learning to inform progression, assessment, and moderation.	This text has current Geography links, with a focus on London. It also has links with History and PSHE. It has links to transport, toys and the history of toys, and provides opportunities for discussions around behavioural expectations.	This book is a positive representation of race, gender and culture. It will be used for exploring self and others in terms of preferences and interests. It has current links with science and our exploration of materials.	This book has a strong narrative and a message about following your dreams. The main character is a girl with an accomplished working mother and father who is the main caregiver at home. Facts on inclusive astronaut history are included, offering a vision for all children – particularly girls – who dream of pursuing careers in STEM and space travel.
	Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
	Topic Texts Cycle A AND B	SCIENCE - Seasons 	GEOGRAPHY What is it like here? 	SCIENCE – Materials  Booklife series: Plastic, Metal, Wood, Glass	HISTORY How Am I Making History? 
	Theme/Term	Magic & imagination Spring 1		Friends & family Spring 2	
	Focus Text	 <i>The Magic Paintbrush</i> Julia Donaldson and Joel Stewart	 <i>Little Red</i> Lynn Roberts and David Roberts	 <i>And Tango Makes Three</i> Justin Richardson & Peter Parnell	 <i>Yeti and the Bird</i> Nadia Shireen
	Outcomes	Own version 'overcoming' tales Thought bubbles, labels, oral re-tellings, writing in role, thank you letters	Alternative character versions Labels, notes of advice, adverts	Alternative version narratives Signs and lists, writing in role, letters of advice, 'new baby' cards	Own version narratives about unlikely friendships Lists of rules, letters, postcards, character descriptions
Links and Themes	RE, Geography, History, PSHE Chinese New Year, China, Chinese culture, fairness	PSHE, History Traditional tales, twisted tales, positive female role models	PSHE, Science, Geography Family, relationships, LGBTQ+, animal kingdom, penguins, zoos	PSHE, Geography, Science Friendship, unusual friendships, habitats, overcoming differences	
Rationale for text	Julia Donaldson has a distinctive, lyrical style and the children will be encouraged to make links with other known titles. This text is a traditional Chinese folktale, dealing with themes of justice and integrity. It will help to expand children's knowledge of traditional tales from around the world and is to be used as a springboard to explore Chinese culture and celebrations for children,	Little Red is an important retelling of the traditional tale Little Red Riding Hood. It will be used to explore how the same classic story can be told in different, innovative ways. A talking point will be Little Red's illustrations, which have historical 18 th Century English links. This text showcases a strong female protagonist.	This is an important text which will allow children to explore all different kinds of families. The main characters challenge traditional stereotypes and the story is inclusive in representing the LGBTQ+ community. The fact that it is a true story also adds authenticity to the tale! Additionally, children can discover concepts relating to the animal kingdom, including habitats, diet and how penguins look after their young.	This is a tale of forming unlikely friendships with others from different worlds. The text has strong PSHE links, exploring friendship and how we form new relationships with others. The book also has links to geography as different landscapes are explored.	

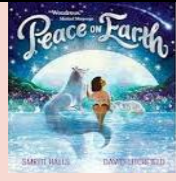
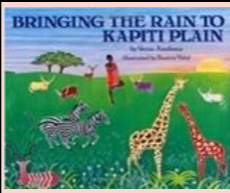

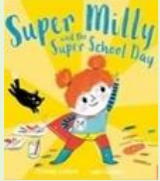



Garras School Reading Spine



	particularly Chinese New Year and the Chinese Zodiac. This learning will be retrieved/built upon during the Summer Term when we explore 'What is it like to live in Shanghai?'			
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
Topic Texts Cycle A AND B	<p>GEOGRAPHY What is the weather like in the UK?</p> 	<p>SCIENCE –Plants</p> <p>Acorn Series: All About – Roots, Stems, Flowers, Seeds, Leaves</p> 	SCIENCE - BSW	<p>HISTORY How have toys changed?</p> 
Theme/Term	Fantasy journeys Summer 1		Fabrics & materials Summer 2	
Focus Text	 <p><i>The Night Pirates</i> Pete Harris and Deborah Allwright</p>	 <p><i>Lost and Found</i> Oliver Jeffers</p>	 <p>Izzy Gizmo Pip Jones</p>	 <p><i>Iggy Peck, Architect</i> Andrea Beatty and David Roberts</p>  <p>A Great Big Cuddle, Zim Zam Zoom, Mad About Dinosaurs, Dinosaur at the Bus Stop</p>
Outcomes	'How to be a pirate' guides Writing in role, letters, labels and captions	Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports	Simple explanation Signage, letters of advice, lists, labelled diagrams	Fact files Labels, character comparisons, character descriptions, building descriptions, posters
Links and Themes	PSHE, Geography, History Rhythm and rhyme, pirates, adventures, treasure, positive female role models	PSHE, Science, Geography Friendship, unusual friendships, habitats, oceans, penguins, polar animals, loyalty, perseverance, links to different landscapes	PSHE, Design and Technology, STEM Rhythm and rhyme, inventions, gadgets, friendship, representation and diversity, positive female role models	PSHE, Design and Technology, STEM Lyrical text, architecture, buildings, local area, positive role models, problem solving, perseverance
Rationale for text	This lyrical tale encourages children to enjoy poetic rhyme and rhythm in language. As there are girl pirates around, this book has strong female role models and links to history with our current focus on explorers.	This text provides an opportunity to discuss issues around friendship as well as making links to geography and history. There is also an animation that can accompany this book to support children's learning. Oliver Jeffers MBE is an award-winning author and illustrator. Children will be encouraged to make links with other known titles.	This is an award-winning, lyrical book that highlights the enjoyment that comes from problem solving, inventing and improving on past mistakes. Told through the eyes of Izzy Gizmo, a young, Black girl who loves inventing, this is a tale about perseverance and not giving up when things go wrong. Izzy is a positive female role model who encourages girls into STEM subjects	Through this lyrical text, the children can get to know Iggy and be inspired by his love of architecture. A vital text, not only to ignite passions about design and technology, but to learn about problem solving and perseverance. It is also a super introduction for the children to explore other books in the series. This text will encourage the children to make links in their play; designing and building with open-ended small and large block play.
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
Topic Texts Cycle A AND B	<p>HISTORY How have explorers changed the world?</p> 	<p>GEOGRAPHY What is it like to live in Shanghai?</p> 	<p>SCIENCE – Classification</p> 	

Garras School Reading Spine



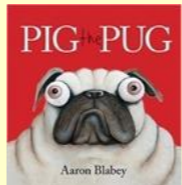



		Missions & quests Autumn 1		Free to be me Autumn 2	
		Focus Text	 <p>WHOLE SCHOOL Peace on Earth Smriti Halls and David Litchfield</p>	 <p><i>Bringing the Rain to Kapiti Plain</i> Verma Aardema</p>	 <p><i>Leo and the Octopus</i> Isabel le Marinov</p>
Outcomes	Signage, poems, notes, thought-bubbles, diary entries, blurb, publicity content, advert, mission statements, job application, /charters, slogans	Tourist information leaflets Labels and captions, retellings, simple explanations	Fact file This is Me! posters, letters of advice, factual descriptions, logbooks, scripts	Information texts about night spirits Posters, advice letters, party invitations	
Links and Themes	PSHE, Science, Geography, History Peace, overcoming, losing and restoring, love, friendship	History, Geography, Science, PSHE, Art Africa, Kenya, rain, desert, weather, animals, diversity, traditional tales	PSHE, Science Autism, Asperger's syndrome, octopus, friendship, underwater worlds, neurodiversity	PSHE, Art, RE Facing your fears, finding your voice, bravery, community, spirits, night time, parades	
Rationale for text	This text is suitable across ages and will be used for the entire school to foster a shared learning experience around one text and to engender written outcomes. This text focuses on friendship. It ties into our school virtues. It sets a good tone for the year for each class based on positive relationships and the importance of them. This text will be used to create a sequence of learning to inform progression, assessment, and moderation.	This lyrical text is written in cumulative rhyme and will expose the children to African folktales. This book has strong links to geography (African geography, wildlife and understanding concepts such as drought), and history.	This text has PSHE and science links. The story shows a strong relationship between an octopus and a child with autism. This text explores issues around neurodiversity and provides opportunities for discussion as well as exploring strategies to cope in a neurotypical world. The story also encourages children to be curious and reflect on their relationship with the natural world.	This tale encourages children to find their voices and face their fears. The children will empathise with the main character Ning as he navigates the path to confronting the things that frighten him most and there is a strong message about taking action, no matter how small you feel. Links to the aspect of Expressive Arts and Design, as well as understanding aspects of other cultures around the world.	
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document				
Theme/Term	Talents & powers Spring 1		Nature & the planet Spring 2		
Focus Text	 <p><i>Super Milly and the Super School Day</i> Stephanie Clarkson</p>	 <p><i>Billy and the Beast</i> Nadia Shireen</p>	 <p><i>The Odd Egg</i> Emily Gravett</p>	 <p><i>The Extraordinary Gardener</i> Sam Boughton</p>	
Outcomes	Alternative character version Letters of encouragement, retellings, song lyrics, job applications	Own version 'defeat a monster' narratives Wanted posters, summaries, emails, character descriptions, recipes	Egg-spotter's guides (non-fiction reports) Thought and speech bubbles, diaries, letters, certificates	Narrative inspired by the original text Labels, letters of advice, instructions, narratives	
Links and Themes	PSHE, Music, Geography Superheroes, heroes, kindness, powers, talents, costumes, community, positive female role models	PSHE Superheroes, heroes, friends, friendship, overcoming challenges, strong female role models, positive body image, BAME representation	PSHE, Science, Eggs, families, adoption, parenthood, bullying, different family structures and family relationships	Science, Geography Conservationism, seeds, seed dispersal, plants, nature, habitats, life cycles	
Rationale for text	This text has strong links to PSHE with a story that emphasises the importance of kindness. This text opens up discussions about superheroes in our community and how to make a difference in our daily lives. It also features a strong, positive female role model.	This book has strong PSHE links. This text showcases a strong female protagonist who always meets and overcomes various challenges (encounters with beasts, dragons and pirates) through her problem-solving and quick-thinking.	This text will provide opportunities to talk about different family structures and adoption. Furthermore, links can be made with the classification elements of science. Emily Gravett is a well-known author, and children will be encouraged to make links with other known titles.	This book will be used to make science links to growing/gardening. The children will explore seed dispersal, ecosystems, and the life cycle of a flower. This text also explores the importance of community.	
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document				
Theme/Term	Perfect fit Summer 1		Sharing & caring Summer 2		

Cycle B YR/Y1 (Barn Owls)

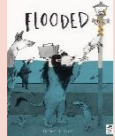







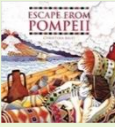



Garras School Reading Spine



	Focus text	 <p><i>Julian is a Mermaid</i> Jessica Love</p>	 <p><i>Stanley's Stick</i> John Hegley and Neal Layton</p>	 <p><i>Pig the Pug</i> Aaron Blabey</p>	 <p><i>Lubna and Pebble</i> Wendy Meddour</p>
	Outcomes	<p>Three-verse poems Instructions, writing in role, advertisements</p>	<p>Own version narratives Retellings, descriptions</p>	<p>'How to' guides Character comparisons, fact sheets, shared poetry, own version narratives</p>	<p>Own version friendship / gifting narrative Labels, thank you notes, speech bubbles, advice postcards, instructions</p>
	Links and Themes	<p>PSHE, Art, Music, Design and Technology</p> <p>Mermaids, dreams, being yourself, gender identity, stereotypes, carnival, fashion, creativity, freedom of expression</p>	<p>PSHE</p> <p>Imagination, seaside, friendship, family, creativity, invention, lyrical pose</p>	<p>PSHE, Science</p> <p>Dogs, pets, animals, collaboration, taking care of pets</p>	<p>PSHE, Art, Design and Technology</p> <p>Hope, friendship, kindness, refugees, safety, special items</p>
	Rationale for text	<p>This text provides a context to discuss creativity, fashion and expression, and is also a space where gender stereotypes and identity can be sensitively explored. Links to Art with our current focus, 'Woven Wonders'.</p>	<p>This lyrical tale will show the children the power of imagination and what can be done with a little creativity and invention.</p>	<p>This visual literacy book focussing on learning to share. It has strong PSHE links, providing an engaging space to discuss sharing, collaborating and looking after each other. It will also lead to discussions about pets and taking care of living things.</p>	<p>This important text will explore friendship and kindness in an uncertain time. Lubna and Pebble subtly addresses the refugee crisis in a manner accessible to this age range. This is a story with powerful PSHE links to seeking comfort in uncertainty, generosity of spirit and selfless acts of friendship.</p>
	Rationale for reading and writing	<p>See Garras English Spine Coverage and Progression Document</p>			

Garras School Reading Spine




Cycle A Y2/Y3 (Hawk Owls)	Theme/Term	Wishes & aspirations Autumn 1		Creation & conservation Autumn 2	
	Focus Text	 WHOLE SCHOOL Flooded Mariajo Ilustrajo	 <i>Leon and the Place Between</i> Angela McAllister	 <i>The Journey Home</i> Frann Preston-Gannon	 <i>We Are Water Protectors</i> Carole Lindstrom
	Outcomes	Writing in role, including diary entries, dialogue, persuasive pleas and non-chronological reports	Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue	Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories	Environmental campaign List poems , non-chron reports (animals), chronological reports (life-cycles), character description, protest signs
	Links and Themes	PSHE, Art, Science, Geography, History Teamwork, community, working together	History Circus, Victorian entertainment, magic, wonder, imagination, curiosity	Science, PSHE, Geography Environment, environmentalism, conservation, conservationism, extinction, endangered species, activism, science, global warming	PSHE, Science, Geography Water, water-cycle, pollution, conservation, indigenous peoples, representation of indigenous culture, environmentalism, protest, politics, hope
	Rationale for text	This text is suitable across ages, and will be used for the entire school to foster a shared learning experience around one text and to engender written outcomes – some with the same audiences and purposes, some not – that are ‘at pitch’ for each phase/stage but that will also aid revision, catch-up and extension where (and in whichever form) needed. This text will be used to create a sequence of learning to inform progression, assessment, and moderation.	The quality of the language alongside captivating illustrations, cut-out sections, fonts and fold-out pages will immerse children in a magical space to explore the power of imagination and curiosity. The children will be encouraged to make links with other known titles from the same author.	This text will be a powerful springboard into discussions about global warming, the environment and conservation with the children.	The children will learn the story of the Dakota Access Pipeline protests from the point of view of a Ojibwe girl who joins the protests in order to protect the community’s water supply. Indigenous culture is represented authentically through the highly poetic narration.
	Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
	Topic Texts	HISTORY <i>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</i> 	SCIENCE – Living things 	SCIENCE – Rocks 	GEOGRAPHY <i>Would you prefer to live in a hot or cold place?</i> 
	Theme/Term	Hope & healing Spring 1		Relationships & companionship Spring 2	
	Focus Text	 <i>Escape from Pompeii</i> Christina Balit	 <i>If All the World Were...</i> Joseph Coelho	 <i>Tadpole's Promise</i> Jeanne Willis	 <i>The Owl and the Pussy-cat</i> Edward Lear
	Outcomes	Newspaper reports Setting descriptions, diaries, letters, thought bubbles	Non-narrative poems Writing in role, diaries, letters of advice, short explanations	Own version narratives Simple explanations, speech and thought bubbles, setting descriptions, extended explanations	Rhyming poems Letters, interviews, lists, instructions
Links and Themes	History, Geography, PSHE Volcanoes, Ancient Rome, disasters, Pompeii, friendship, loyalty, survival	PSHE Grandparents, loss, grief, love, relationships, representation, family, poetic language	PSHE, Science Life-cycles, habitats, species, explanations, relationships, change, animals and their habitats	PSHE Poetry, owls, cats, nonsense verse, poetic language, adventure, love, celebration	
Rationale for text	This text will engage the children with the genre of historical fiction and links with topics of ancient Rome and natural disasters. Set against the backdrop of the eruption of Vesuvius in AD 79, it helps bring the topic to life and provides children with a rich background knowledge of a significant historical period.	This text has strong PSHE links and is a poetic story for the children to enjoy, sensitively dealing with issues of grief and loss. The story highlights the importance of cherishing memories of people who have passed, and does this in an uplifting, life-affirming way. This story also represents BAME characters and families authentically.	This lyrical story has strong links to science and life cycles as well as being an allegory for how people and relationships inevitably change over time.	The children will be introduced to this classic narrative poem first published in 1871 by pioneering poet Edward Lear who was famous for writing nonsense poetry. This text will focus in on the narrative poetry genre, providing lots of rhyme and repetition for the children to join in with. It is a joyful poem that explores themes of love and adventure.	
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document				

Garras School Reading Spine







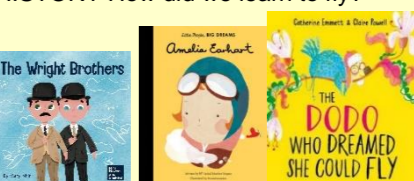


Topic Texts	HISTORY What is a monarch? 	SCIENCE – Plants 	SCIENCE - BSW	GEOGRAPHY What are rivers and why are they used? 
Theme/Term	Mystery & discovery Summer 1		Urban metropolis Summer 2	
Focus Text	 The Minpins Roald Dahl	 Flotsam David Wiesner	A Walk in London Salvatore Rubbino	 Last Stop on Market Street Matt de la Peña
Outcomes	Own version adventure narratives Danger posters, setting descriptions, character descriptions, information reports	Sequels (mystery narratives) Postcards, setting descriptions, non-chronological reports, message in a bottle letter	'A Walk in...' tour guide Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry	Own version narrative Metaphor poetry, simple character descriptions, interview questions, senses poetry, adverts, advice slips, letters
Links and Themes	PSHE Forests, monsters, adventures, overcoming fears, helping others	History, Science Wordless, seaside's, adventures, mystery, cameras, oceans, under the sea, life cycles, human connection	Geography, History, London, local area, tourism, travel, geography, non-fiction and language of recount	PSHE, Geography Community, gratitude, diversity, journeys, family relationships, buses, towns, transport, grandparents, local community
Rationale for text	This text will invite the children to focus on the themes of overcoming their fears and helping others, as well as exposing them to the language of a master storyteller at work.	An opportunity for the children to focus on a visual literacy book that creates engagement through its detailed sequence of images and requires a high level of inference. Links will be made with Geography: 'What is it like to live by the coast?'	This text will give the children the opportunity to explore London and open their eyes to the various landmarks in the capital. It also models non-fiction writing, factual language as well as the more personal language of a diary entry.	Centring on the wonders of the local community, this book will open discussions around the diversity of various children's own local environments. The children will be able to draw upon the lyrical prose and poetic vocabulary to enhance their own writing. Links will be made with Geography: 'What is it like to live by the coast?'
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
Topic Texts	SCIENCE – Animals including humans 	GEOGRAPHY What is it like to live by the coast? 	HISTORY Why did the Romans settle in Britain? 	

Theme/Term	Twisted tales Autumn 1		Dreams & curiosity Autumn 2	
Focus Text	 <p>WHOLE SCHOOLPeace on Earth Smriti Halls and David Litchfield</p>	 <p><i>Jim, A Cautionary Tale</i> Hilaire Belloc</p>	 <p><i>The BFG</i> Roald Dahl</p>	 <p><i>The Tear Thief</i> Carol Ann Duffy</p>
Outcomes	Signage, poems, notes, thought-bubbles, diary entries, blurb, publicity content, advert, mission statements, job application, /charters, slogans	Narrative poems Warning posters, warning announcements, alternative endings, performance poetry, letters of apology	Own version fantasy narratives Recount (diary entry), character descriptions, wanted posters, new chapters	Newspaper article Shared poems, diary entries, persuasive posters, letters of explanation, discussions
Links and Themes	PSHE, Science, Geography, History Peace, overcoming, losing and restoring, love, friendship	History, PSHE Cautionary tales, narrative poetry, classic verse, behaviour expectations, listening to advice	PSHE Giants, the Queen, dreams	PSHE Poetry, feelings, emotions, dreams, expressing yourself
Rationale for text	This text is suitable across ages and will be used for the entire school to foster a shared learning experience around one text and to engender written outcomes. This text focuses on friendship. It ties into our school virtues. It sets a good tone for the year for each class based on positive relationships and the importance of them. This text will be used to create a sequence of learning to inform progression, assessment, and moderation.	This text will lead discussions towards morals and how to behave appropriately. Links will be made with our current History focus.	This text has PSHE links with strong messages about being true to yourself, recognising that it's ok to be different and the importance of standing up for what you believe in.	This text uses rich lyrical language with illustrations from which children can infer parts of the story. The children will be captivated by the magical concept of how we express our feelings and there are obvious links to the PSHE curriculum where children will be able to discuss their emotions and how to deal with them.
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
Topic Texts	HISTORY How was school different in the past?	SCIENCE – Light 	SCIENCE – Materials 	GEOGRAPHY Why do people live near volcanoes? 
Theme/Term	Leaders & followers Spring 1		Bravery & courage Spring 2	
	 <p><i>Wolves</i> Emily Gravett</p>	 <p><i>How to Live Forever</i> Colin Thompson</p>	 <p><i>Our Tower</i> Joseph Coelho</p>	 <p><i>The Bear and the Piano</i> David Litchfield</p>
Outcomes	Non-chronological leaflets Captions, information writing, character descriptions and comparisons	Prequels Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning	Extended fantasy narratives Poems, setting descriptions, diary entries, dialogue, letters of thanks	Own version narratives about bravery Letters of advice, short news reports, writing in role, retellings, information posters
Links and Themes	Science Habitats, wolves, rabbits, species, animals, fact and fiction	PSHE, History Libraries, Ancient China, dilemmas, decisions, right vs. wrong	PSHE, Geography, Science Town, countryside, nature, belonging, appreciation of what you have, magic, nature, living spaces	PSHE, Music Orchestras, instruments, piano, bears, New York, wildlife, belonging, exploration, friendship and family
Rationale for text	This text will encourage the children to think about the differences between fiction and non-fiction. Links to science can be made, focussing on animals, habitats and food chains. The children will be encouraged to make links with other known titles from the same author.	This is a thought-provoking story told as much through the illustrations as the text on the page. The children will use deep levels of inference and draw upon critical thinking skills to discuss the story in detail. With a PSHE focus, touching on themes of keeping secrets, facing dilemmas and doing the right thing.	With PSHE links, this text will show the children how to appreciate the things they have. The poetic narrative accompanied by enchanting illustrations will draw the children into a fantastical world and provide a springboard for their own lyrical writing. Touching on themes of conservation and nature, links can also be drawn with our current geography focus, 'Why is our world wonderful?'	This text explores themes such as belonging, exploration and overcoming fears. It can encourage healthy discussions with the children around what is important in life.
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
Topic Texts	HISTORY How have children's lives changed? 	SCIENCE – Plants 	GEOGRAPHY Why is our world wonderful? 	SCIENCE - BSW

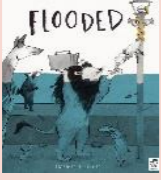
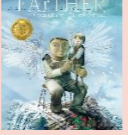
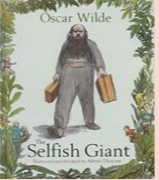

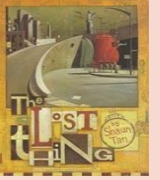

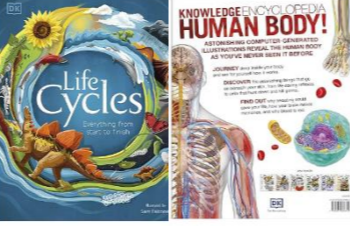


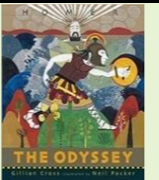
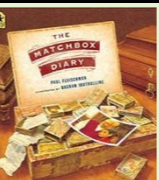

Garras School Reading Spine



Theme/Term	Discovery & wonder Summer 1		Fantasy worlds Summer 2	
	 <i>Lizzy and the Cloud</i> The Fan Brothers	 <i>The First Drawing</i> Mordicai Gerstein	 <i>Ocean Meets Sky</i> Eric Fan and Terry Fan	 <i>Toys in Space</i> Mini Grey
Outcomes	Guidebooks Descriptions, adverts / market stall pitches, letters of advice, postcards in role	Own historical narratives Character descriptions, diaries, recounts	Own version fantasy world narratives Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue	Own version fantasy world narrative Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions
Links and Themes	Science, Geography, PSHE Growth, caring, companionship, making friends, weather, seasons, water cycle	History, Art, Cave paintings, cave people, stone-age, prehistory, prehistoric, creativity, discovery	PSHE Boats, sailing, grandparents, adventure, grief, relationships, representation, family, BAME	PSHE, History, Science Toys, space, robots, dinosaurs, looking after property, sharing
Rationale for text	PSHE links can be made with this text and highlights how to deal with difficult emotions as they arise. Science links can be made with the water cycle, seasons and the weather.	The text will make strong historical learning links, as well as exploring the awe and wonder – and sometimes fear and apprehension – around first-time discoveries.	This text highlights the importance of cherishing memories of people who have passed, and does this in an uplifting, life-affirming way. This story also represents BAME characters and families authentically.	This text will open discussion about space, the possibility of alien life and space exploration. The children will be encouraged to make links with other known titles from the same author.
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
Topic Texts	GEOGRAPHY Are all settlements the same?	SCIENCE – Animals inc. humans 	SCIENCE – Forces and magnets 	HISTORY How did we learn to fly? 

Garras School Reading Spine



Theme/Term		Autumn				
Cycle A Y4/Y5/Y6 (Eagle Owls)	Focus Text	 WHOLE SCHOOL <i>Flooded</i> Mariajo Ilustrajo	 FARTHER Grahame Baker Smith (Year 4)	 <i>The Selfish Giant</i> Oscar Wilde (Year 4)	 <i>Baker by the Sea</i> Paula White (Year 4)	 <i>The Lost Thing</i> Shaun Tan (Year 5)
	Outcomes	Writing in role, including diary entries, dialogue, persuasive pleas and non-chronological reports	Sequel stories Retellings, recounts (postcards), setting descriptions, diary entries, instructions	Own version narratives about kindness Letters, first person recounts, diaries, letters, posters, reports	Tourist brochure Job applications, advertisements, setting descriptions, letters in role	Own version narratives Diaries, formal letters, adverts, character and setting descriptions, reports
	Links and Themes	PSHE, Art, Science, Geography, History Teamwork, community, working together	PSHE, Design and Technology, History Ancient Greece, Icarus, Greek myths, Da Vinci, flight, World War 1, World War One, The Great War, dreams, aspirations, invention, family	PSHE, Science, Geography, RE Christianity, giants, friendship, compassion, love, forgiveness, redemption	PSHE, Design and Technology, Seaside, aspirations, relationships, community, roles, working together	PSHE Film, utopia, dystopia, belonging, unusual friendships, acceptance, feeling lost, acceptance, being found
	Rationale for text	This text is suitable across ages, and will be used for the entire school to foster a shared learning experience around one text and to engender written outcomes – some with the same audiences and purposes, some not – that are ‘at pitch’ for each phase/stage but that will also aid revision, catch-up and extension where (and in whichever form) needed. This text will be used to create a sequence of learning to inform progression, assessment, and moderation.	The text and illustrations of this book provides subtle links to World War One and ancient Greece, in particular the story of Icarus, as well as strong links to the DT curriculum. There are many PSHE opportunities to discuss family relationships, memories and following your dreams.	This text includes themes of love, forgiveness and redemption, the story will help children build compassion towards the characters and develop empathy for those who find themselves in difficult emotional situations.	This text will show children the importance of community, and the story reminds us that everyone is important no matter their role.	This book will give the children the opportunity to explore what it means to belong and what happens if we see things differently. There is also an Academy Award-winning short film (narrated by Tim Minchin) to accompany the book which will support children’s learning and lead to discussion about belonging, identity and acceptance.
	Rationale for reading and writing	See Garras English Spine Coverage and Progression Document				
Topic Texts	GEOGRAPHY Why do oceans matter? 	MUSIC: Coast – Fingal’s Cave	SCIENCE Living, growing and changing 	HISTORY What did the ancient Egyptians believe? 		
Theme/Term		Spring				
Focus Text	 <i>Freedom Bird</i> Jerdine Nolen (Year 5)	 <i>The Odyssey</i> Gillian Cross (Year 5)	 <i>The Matchbox Diary</i> Paul Fleischman (Year 4)	 <i>Kaspar, Prince of Cats</i> Michael Morpurgo (Year 5)		
Outcomes	Biographies Non-narrative poems, explanations, dialogue, postcards, letters of advice, descriptions, recounts, narrative poems	Epic stories Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes	Biography Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file	Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports		
Links and Themes	PSHE, History Slavery, slave trade, freedom, hopes and dreams, courage,	History Ancient Greece, travel, voyages, battle, monsters, Greek mythology, adventure, bravery, epic tales	History Migration, immigration, memories, life stories, heritage, America	PSHE, History Titanic, Edwardians, Victorians, London, New York, class, friendship, challenging expectations, belonging		
Rationale for text	In the tradition of African American folktales, the motif of flying and recurrent theme of freedom are explored. Told in prose reminiscent of oral storytelling, the book provides a context for the children to explore the history of transatlantic slavery and humanises the suffering and bravery of people who had no other choice. Providing links to the PSHE curriculum, themes of courage, hopes and dreams are also woven throughout.	This text brings to life the heroic voyage of Odysseus and his many trials as he returns home the Trojan War. Following the epic sequence of events, children will develop the stamina to track a complex story through its many highs, lows and stories-within-a-story. In combination with Neil Packer’s vivid illustrations, this book will introduce children to the perils and drama of the sea-gods, sirens and monsters of classic Greek	Through this text, the children will learn about history and migration. This text will encourage the children to think about their own heritage and the extraordinary lives of those who came before them.	Set against the real historical backdrop of Edwardian London, the story serves as a jumping off point for the children to explore the history of the Titanic and London’s Savoy hotel. Providing a gentle exploration of the class system, themes of kindness, friendship and challenging expectations are also woven throughout and will act as thought-provoking starting points for discussion		

Garras School Reading Spine



		mythology. This text links to our current History learning, 'What did the Greeks ever do for us?'		
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
Topic Texts	SCIENCE Evolution and inheritance 	HISTORY What did the Greeks ever do for us? 	GEOGRAPHY Where does our food come from? 	MUSIC Haiku performance- Hanami festival DT textiles
Theme/Term	Summer			
Writing Root/ Spelling Seed Text	Night Mail W H Auden (Year 6)	Granny Came Here on the Empire Windrush Patrice Lawrence (Year 4)	Weslandia Paul Fleischman (Year 4)	The Hidden Forest Jeannie Baker (Year 6)
Outcomes	Poetry Letters, diaries, information leaflets, instructions	Factual reports Informal letters, factual statements, future aspirations, postcards, diary entries, a speech, quotations	Imagined land narratives Character description, informative posters, persuasive leaflets, logbook	Balanced discussions Research notes, non-chronological reports in the form of a letter to a character
Links and Themes	History, Music Film, trains, poetry, poems, verse, rhythm, music	PSHE, History Family, discovery, identity, Windrush, Black history	PSHE, Science, Geography, Design and Technology Bullying, being yourself, difference, civilisations, inner confidence	PSHE, Geography, Science Environment, conservation, activism, protection, human impact, oceans
Rationale for text	This poem will highlight to the children the connection between poetry, film, music and history. The children will enjoy the performance aspect of poetry, especially how the rhythm fits with the movement of the train, and how the visuals from the film bring the words to life. The poem will act as inspiration for their own poetry writing, which will also be performed to an audience.	This story enables the children to learn about Black British history, particularly the influence of Black historical figures such as Winifred Atwell and Mary Seacole, and the stories of those who emigrated to Britain on the Empire Windrush.	This picture book will encourage inference and has huge potential for relevant links across the curriculum. It is a short story with a tangible dilemma which children can easily relate to. The story can be used to explore connections to wider society and provides a solid platform for exploring life cycles and conservation.	This book dives beneath the surface of the ocean to the giant kelp forest below. Through the eyes of main character Ben, the children will be challenged to view the world from a different perspective and with a sense of wonder, considering the impact of human development on the environment, and in particular the parts that we cannot always see. With strong environmental messages, there is plenty of opportunity for discussion and debate.
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
Topic Texts	HISTORY Invasions 	SCIENCE Electricity 	SCIENCE Light 	GEOGRAPHY What is life like in the Alps?

Garras School Reading Spine





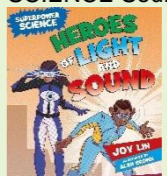
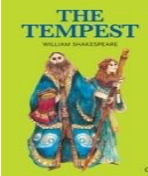


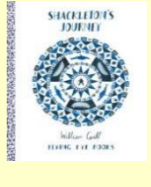


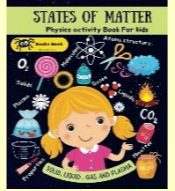
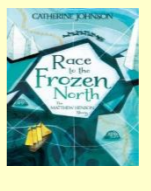
Garras School Reading Spine



Theme/Term		Autumn			
Cycle B Y4/Y5/Y6 (Eagle Owls)	Focus Text	 <p>WHOLE SCHOOL Peace on Earth Smriti Halls and David Litchfield</p>	 <p>Robot Girl Malorie Blackman (Year 5)</p>	 <p>Odd and the Frost Giants Neil Gaiman (Year 4)</p>	 <p>Pride: The Story of Harvey Milk and the Rainbow Flag Rob Sanders (Year 4)</p>
	Outcomes	Signage, poems, notes, thought-bubbles, diary entries, blurb, publicity content, advert, mission statements, job application, /charters, slogans	Science-fiction narratives Discussions, debates, dialogue, character comparisons, reviews	Retellings - alternative perspective Narrative recounts, character and setting descriptions, letters, short explanations	Biographies of Harvey Milk Thought bubbles, speech, simple leaflets
	Links and Themes	PSHE, Science, Geography, History Peace, overcoming, losing and restoring, love, friendship	PSHE, Science, D&T Robots, robotics, future, science fiction, ethical decisions, family	History Vikings, Norse mythology, Thor, destiny, courage	PSHE, History LGBTQ+, human rights, hope, freedom, pride, equality, individuality, self-expression, and justice
	Rationale for text	This text is suitable across ages and will be used for the entire school to foster a shared learning experience around one text and to engender written outcomes. This text focuses on friendship. It ties into our school virtues. It sets a good tone for the year for each class based on positive relationships and the importance of them. This text will be used to create a sequence of learning to inform progression, assessment, and moderation.	The children will develop skills of inference and deduction as they follow the story through many twists and turns. The text is also printed on dyslexic friendly paper, making it more accessible to all. This book invites discussions around the ethics of A.I. which is highly topical at present.	This book draws on Norse mythology and the Vikings for inspiration and links to our current History unit, 'Were the Vikings raiders, traders or settlers?'. The plot, featuring Norse gods Thor, Odin and Loki, is rich and multi-layered so will help develop stamina for reading. Beautiful illustrations complement the story and will generate many questions for classroom discussion.	Pride is the true story of American civil rights activist and politician, Harvey Milk as retold by author, teacher and LGBTQIA+ rights campaigner, Rob Sanders. It is structured as an illustrated biographical narrative and as such it is highly accessible. It covers a crucial aspect of LGBTQIA+ history, linking with human and civil rights as well as teaching the children about key figures in the LGBTQIA+ rights movement.
	Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
	Topic Texts	SCIENCE States of matter 	GEOGRAPHY Where does our energy come from? 	HISTORY Were the Vikings raiders, traders or settlers? MUSIC singing - Vikings 	SCIENCE Forces 
Theme/Term		Spring			
Focus Text	 <p>Varmints Helen Ward (Year 4)</p>	 <p>The Explorer Katherine Rundell (Year 6)</p>	 <p>The Man Who Walked Between the Towers Mordcai Gerstein (Year 5)</p>	 <p>Boy in the Tower Polly Ho-Yen (Year 6)</p>	
Outcomes	Explanations of a life cycle Diary entries, instructions, letters, descriptions, speeches	Non-chronological report Prediction, personification, argument, dialogue, Inference narrative writing, cohesion, biography	Biographies Wikipedia pages, letters of advice, interviews, news report persuasive speeches	Own version narratives (past and present tense) Journalistic writing, formal letters, non-chronological reports	
Links and Themes	PSHE, Science, Geography, Art Environment, environmentalism, habitats, conservation, activism, film, life cycles, hope	PSHE, Geography Unlikely friendships, Amazon, survival, aeroplanes	PSHE, History, Design and Technology America, New York, figures from history, circus, famous people, daring, courage, following your dreams, justice, recognition	PSHE Dystopia vs Utopia, post-apocalyptic, survival, bravery, courage, friendship, isolation	
Rationale for text	Covering themes of hope, environmentalism and the cyclical nature of life, this text provides links to many areas of the curriculum including science, geography, PSHE and art. There is also a BAFTA and Oscar-nominated accompanying short film which will support the children's learning and lead to discussion about how to look after the places we live.	The story and characters have a timeless feel and are underpinned with the age-old theme of unlikely friendships emerging from adversity. The children will follow the characters on their explorations through the jungle, investigating the author's language choices; inferring thoughts, motivations and feelings; and studying the changes they observe in each character. This text will link to our current Geography learning, 'Why are rainforests important to us?'	This text, written in lyrical prose, is based on the true exploits of daredevil Philippe Petit. The children will be enthralled by the poetic language and detailed illustrations – including two foldout spreads of the New York skyline. Links can be made to the history and DT curriculums and used as a starting point to discuss themes of justice, recognition and following your dreams	This book deals with themes such as isolation, depression and loneliness. More importantly, it provides a relatable context and a safe space within which to explore these concepts with the children. The author has created an engaging, dystopian narrative, through which the children will develop their skills of inference and deduction.	

Garras School Reading Spine



Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
Topic Texts	HISTORY How did the Maya civilisations compare to the Anglo-Saxons? 	GEOGRAPHY Why are rainforests important to us? 	MUSIC body percussion ART fabric of nature DT automata toys	SCIENCE Sound 
Theme/Term	Summer			
Writing Root/ Spelling Seed Text	 <i>The Tempest</i> William Shakespeare (Year 5)	 <i>Can We Save the Tiger?</i> Martin Jenkins (Year 6)	 <i>Frindleswylde</i> by Natalia O'Hara & Lauren O'Hara (Year 4)	 <i>Shackleton's Journey</i> by William Grill
Outcomes	Playscripts Setting descriptions, character descriptions, diaries, dialogue	Discussion texts Letters, explanations, persuasive posters, & speeches, simple poems	Narrative sequels Letters, voting slips, dialogue, poetry, birds-eye view descriptions, speeches	Alternative perspective prequels Letter, poetry, passage of direct speech, diary entry, story ending
Links and Themes	Shakespeare, playscripts, classic literature, magic, deception, power	Science Conservation, activism, speciesism, Darwinism, evolution, adaptation, extinction, endangered animals, captivity, protection	Winter, ice, frozen, magic, fairy tales, dilemmas, consequences	Geography, History, PSHE Dreams, fantasy, fairytales, fairy tales, traditional tales, good vs evil
Rationale for text	This is a playscript version of one of Shakespeare's most classic stories and includes some original language. It is a vibrant and enchanting story with strong themes of betrayal and desire and will provide a good starting point for the children to share their thoughts on power and the right ways to use it. Links will be made with our history topic, 'What was life like in Tudor England?'.	The plight of tigers and many other critically endangered animals are highlighted in this picture book. As a starting point for discussing conservation and protection, the children will learn important environmental messages and understand the need to raise awareness of how to look after what we have left.	Although a picture book, the story is longer in length and complex in its plot which will create high levels of engagement and help develop stamina for reading. Filled with enchanting language and gripping twists and turns, the story will be sure to generate much opportunity for classroom conversation.	This text links with our current Geography unit, 'Who lives in Antarctica?' Shackleton's Journey is a uniquely visual non-fiction re-telling of Ernest Shackleton's epic expedition across the Antarctic. The text has a clear factual style and will give the children an understanding of the period after the Victorians and the start of WW1 and about what life was like in Britain.
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
Topic Texts	HISTORY What was life like in Tudor England? 	SCIENCE Space 	SCIENCE Properties of materials 	GEOGRAPHY Who lives in Antarctica? 

Garras School Reading Spine



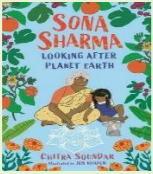
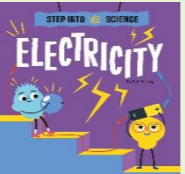
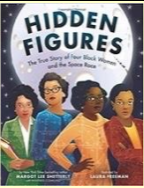
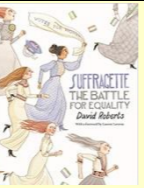
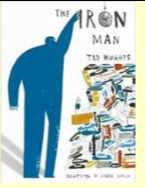
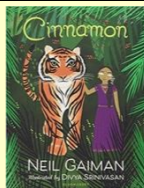
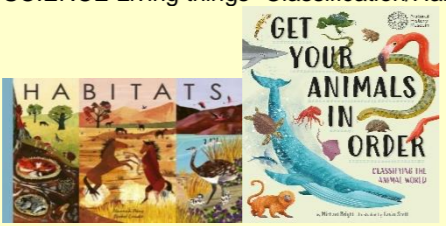
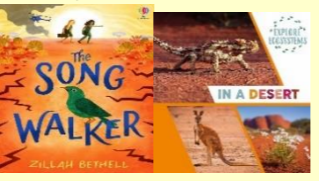
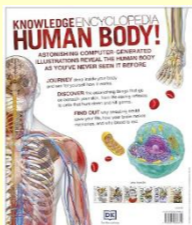
Garras School Reading Spine



Theme/Term		Autumn			
Cycle C Y4/Y5/Y6 (Eagle Owls)	Focus Text	<i>The Lion the Witch and the Wardrobe</i> C. S. Lewis (Year 4)	<i>Tar Beach</i> Faith Ringgold (Year 4)	<i>The Arrival</i> Shaun Tan (Year 6)	<i>Windrush Child</i> Benjamin Zephaniah (Year 6)
	Outcomes	Own version narratives (set in other worlds) Poems, eyewitness reports, an imaginary conversation, writing in role	Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script)	Extended narratives Letters, lists of rules, character descriptions, diaries, guides	Persuasive pitches Thought bubbles, informal letters, poems, diary entries, advice, informal letters
	Links and Themes	History Winter, WW2, evacuees, evacuation, the Blitz, courage, good v bad, transformation, the natural world, magic, strong female characters	PSHE, History Dreams, New York, America, African-American, bridges, flight, quilts, storytelling, freedom, equality, dreams	PSHE, History, Geography Refugees, immigration, migration, movement, displacement, journeys, community, connection, belonging, wordless, film	PSHE, History Windrush, Caribbean, black history, journeys, migration, poetry, performance poems
	Rationale for text	This is a classic children's novel, written by significant author C.S. Lewis, and the children will be encouraged to make links with other known titles from the same author. Featuring strong female characters, the adventure narrative also provides strong links to topics around World War Two, and will be used as a cross-curricular link to our History unit, 'What was the impact of WW2 on the people of Britain?'. See Garras English Spine Coverage and Progression Document	This book weaves together fiction and autobiography to create a thought-provoking tale following themes of freedom, equality and following your dreams.	This visual literacy text brings difficult concepts into sharp focus. The children will develop empathy for those facing difficult, life-changing circumstances and explore themes such as migration and relationships. The themes of community and belonging are also explored, and links will be made to our Geography unit.	This book builds on the children's exploration of the book <i>Granny Came Here on the Empire Windrush</i> . Through studying the text, the children will engage with the experiences of those who left behind their homes in the Caribbean and arrived on the shores of Britain after the Second World War. An accompanying study of the poem <i>Windrush Child</i> by John Agard will help the children to understand the personal experiences of those involved and the reasons why this period in history is so important to remember today.
	Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
	Topic Texts	HISTORY What was the impact of WW2 on the people of Britain? 	SCIENCE Animals including humans (Yr 4 teeth and digestion) 	GEOGRAPHY Can I carry out an independent field enquiry? 	SCIENCE Evolution and inheritance
	Theme/Term	Spring			
Focus Text	<i>The Mermaid of Zennor</i> Charles Causley (Year 4)	<i>The Sleeper and the Spindle</i> Neil Gaiman & Chris Riddell (Year 5)	<i>The Wind in the Wall</i> Sally Gardner (Year 6)	<i>Grimm Tales for Young and Old</i> Phillip Pullman (Year 6)	
Outcomes	Own version legends Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue	Fairy tale reworkings Warning posters, diaries, dialogue, descriptions, missing narratives	Extended Gothic narrative Horror film poster, figurative writing, descriptions, old English letter, dialogue	Own version traditional tales Retellings, character studies, monologues, character comparisons	
Links and Themes	History Cornwall, mermaids, merfolk, legends, oceans, escapism, freedom	Traditional tales, modern fairytales, fairy tales, twisted tales, female empowerment, strength, courage, bravery	Gothic, horror, cautionary tales, mystery, temptation, freedom	Traditional tales, Brothers Grimm, fairytales, traditional tales, character roles, storytelling, fates, consequences	
Rationale for text	This text is a classic popular Cornish folk tale covering themes of escapism and freedom and represents a great way to learn about the history of Cornwall. It is written in a poetic style and contains a wealth of archaic vocabulary that lends itself to literary language.	The children's understanding of traditional fairytales will be strengthened in studying this version of the genre, which cleverly weaves together elements of other familiar stories. Featuring strong female protagonists, the story explores themes of empowerment, positive female representation and breaking free of social expectations.	With a focus on mythical folklore and traditional tales, this story is told in lyrical prose which will captivate the children with its rich language and provide a basis for their own writing. Stunning illustrations will provide the children with the opportunity in making inferences from images to enhance their understanding of the text.	Through this reworked collection of classic fairy tales, the children will learn the stories of well-known characters and keep the tradition of storytelling alive. The book will stimulate debate amongst the children for their presentation of characters.	

Garras School Reading Spine



Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
Topic Texts	GEOGRAPHY Why does population change? 	SCIENCE Electricity (Ext.) 	HISTORY What does the census tell us about the local area? 	
Theme/Term	Summer			
Writing Root/ Spelling Seed Text	<i>Hidden Figures</i> Margot Lee Shetterly (Year 5) 	<i>Suffragette: The Battle for Equality</i> David Roberts (Year 6) 	<i>The Iron Man</i> Ted Hughes (Year 4) 	<i>Cinnamon</i> Neil Gaiman (Year 4) 
Outcomes	Memoirs Reports, formal and informal letters, diaries, character descriptions, journalistic writing	Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports	Mystery narratives Character descriptions, short news bulletins, letters of advice, diary entries, menus, logbook entries	Own version fables Diaries, informal letters, dialogue, adverts, limericks, and other poetic forms
Links and Themes	PSHE, Science, History, Geography, Design and Technology Space, space-travel, space race, African American, feminism, women in science, NASA,	PSHE, History Feminism, women's suffrage, Emmeline Pankhurst, votes for women, protest	PSHE Hope, environment, nature, aliens, monsters, change, courage	PSHE, Geography India, Sri Lanka, unusual friendships, independence, freedom
Rationale for text	This important text is the previously untold story of four African-American women, all with exceptional maths skills, who helped America win the Space Race. This book is important for black representation and themes of empowerment and feminism are strongly woven throughout. Other curriculum links can also be made to history, DT, geography and science.	This narrative non-fiction book offers fascinating insights into the complex history of the Suffragette movement, looking beyond the stereotypes to include working-class women and diverse stories from around the world. With strong historical links, the children will develop analytical skills and explore ideas around comradeship, courage and protest.	This text explores issues around 'outsiders' and fear of change. The narrative lends itself to discussion around standing up for what is right and not judging a book by its cover. The themes raised in the book help with developing empathy.	This text is a modern fable, set somewhere in the Indian subcontinent and is a great book to spark learning about India. It features a blind and initially mute protagonist and is primarily the story of a girl who overcomes adversity and finds strength in an unusual friendship but is told with a huge amount of wit and humour.
Rationale for reading and writing	See Garras English Spine Coverage and Progression Document			
Topic Texts	SCIENCE Living things -Classification/Habitats 	GEOGRAPHY Would you like to live in the desert? 	SCIENCE Animals inc. Humans 	MUSIC Composition – Holi festival