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| **WHOLE SCHOOL CLASS TEXTS 2024-2025** | | | | | | |
| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** |  |  |  |  |  |  |
| **Year 1** | ***The Day the Crayons Quit***  ***How to Wash a Woolly Mammoth***  ***The Monster Machine*** | ***TRADITIONAL TALES***  ***Hansel and Gretel***  ***The Princess and the Pea***  ***Jack and the Beanstalk***  ***The Three Little Pigs*** | ***The Smile Shop***  ***That Rabbit Belongs to Emily Brown***  ***The Proudest Blue*** | ***The Pirates Next Door***  ***Captain Toby***  ***Hello Lighthouse!*** | ***Umbrella***  ***Someone Swallowed Stanley!***  ***Emperor of Absurdia*** | ***Numenia and the Hurricane***  ***Meerkat Mail***  ***Fergal is fuming*** |
| Diversity is just an empty buzzword in the music and publishing industries**Diversity and Representation** |  |  | Exploring characters from the Islamic faith and the importance of a head scarf to them. |  |  |  |
| **Year 2** | ***The Storm Whale***  ***Lights on Cotton Rock***  ***Cinnamon***  ***The Tear thief*** | ***The Invisible***  ***The Couch Potato***  ***There’s a Rang-tan in my Bedroom*** | ***Lila and the Secret of Rain***  ***Masai and I***  ***Anna Hibiscus*** | ***The Water Horse*** | ***A Bear Called Paddington*** | ***James and the Giant Peach*** |
| Diversity is just an empty buzzword in the music and publishing industries**Diversity and Representation** | Based in India and represents a character who has speech difficulties | Representation of child poverty. | Exploring African folk tales and culture. | Exploration of Scottish culture and myths. |  | Child without parents. |
| **Year 3** | ***The Iron Man*** | ***The Lion, the Witch and the Wardrobe*** | ***Charlie and the Chocolate Factory*** | ***Charlie and the Chocolate Factory*** | ***Varjak Paw*** | ***How to Train Your Dragon*** |
| Diversity is just an empty buzzword in the music and publishing industries**Diversity and Representation** | Single-parent household. |  |  |  | Discussion on ‘Mesopotamia’ which is modern day Iraq. | Character with physical difficulty. |
| **Year 4** | ***The Firework-Maker’s Daughter*** | ***Myths and Legends*** | ***Harry Potter and the Philosopher’s Stone*** | ***Harry Potter and the Philosopher’s Stone*** | ***The Last Bear*** | ***Coming to England*** |
| Diversity is just an empty buzzword in the music and publishing industries**Diversity and Representation** | Based in an Asian country. Gently explores the theme of cultural expectations of women. | Teachers can choose to explore myths/legends from a wide range of places and cultures. Including English, Scottish, Welsh, African, South American, Asian, European. | Child without parents. |  | Loss of a parent. | Exploration of the windrush generation. Looks at acceptance within communities. |
| **Year 5** | ***Wonder*** | ***War Horse*** | ***Holes*** | ***Holes*** | ***Literary History*** | ***Asha and the Spirit Bird*** |
| Diversity is just an empty buzzword in the music and publishing industries**Diversity and Representation** | Based on a character with a facial difference. Explore medical conditions and the challenges that may bring for some individuals. |  | Explores themes of historical attitudes towards different races. |  |  | Based in Nepal/India. Shows different culture such as food and traditional dress.  Explores the Hindi/Punjab language. Very briefly touches on child slave-labour. |
| **Year 6** | ***Once*** | ***Once*** | ***The Legend of Podkin One-Ear*** | ***Floodlands*** | ***The Highwayman*** | ***The Boy at the Back of the Class*** |
| Diversity is just an empty buzzword in the music and publishing industries**Diversity and Representation** | Looking at discrimination and prejudice. Views from a Jewish perspective. |  |  |  |  | Exploring the theme of immigaration and refugees. Covers prejudice.  Discussion about author Onjali Q. Rauf. Muslim author who fights for women’s rights. |

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| **Poetry** | During the poetry study units, teachers can select poets from a range of representations. The poetry type can also lead to discussions about different cultures e.g. Tanka explores Japanese culture. Class teachers can select poems which children can relate to or explore. Similarly, when selecting choral speaking poems for performance these can look at different representations and be used to explore diversity. During National Poetry week, the English lead selects poems from different backgrounds to be shared in assembly and with classes. |

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| **AREAS OF DIVERSITY EXPLORED** | | | | |
| **Cultures** | **Topical Issues** | **Disability** | **Sexual Orientation** | **Socioeconomic Status** | | **Race** | **Religion** |
| African  Indian/Nepalese  Scottish  English  Welsh | Refugees  Roles of women  Child slave labour (brief)  Different family structures | Speech difficulties  Facial differences  Physical disability – limb difference |  | Poverty  Poverty in different countries | | Windrush generation  Treatment of black people in historical America | Islam  Hinduism |