

Reading Book Discussion Points- Years 1-6

Books and texts are chosen carefully to coincide with Writing, cover a range of genres, promote diversity and inclusion and facilitate discussions around themes, British Values, SMSC and morality.

Year 1							
Autumn 1 (7 weeks and 2 days)							
Book band assessments (2 days)	PSC baseline assessments (1 week)	The Flamingo Flap- Yellow band (1 week)	Planet Odd- Yellow band (1 week)	Bad Robot!- Yellow band (1 week)	A Coat for a Goat- Yellow band (1 week)	Can I Have a Dragon? - Yellow band (1 week)	Chuck is on a Quest - Yellow band (1 week)
							
-	-	<ul style="list-style-type: none"> • Belonging and identity: do all flamingos act the same? Is it 	<ul style="list-style-type: none"> • Recognising differences: Is it ok to say that something looks odd just 	<ul style="list-style-type: none"> • Behaviour and choices: Does the robot choose to 	<ul style="list-style-type: none"> • Generosity: Discussion that the other characters are being very 	<ul style="list-style-type: none"> • Needs vs wants: Is a dragon something he needs or wants? 	<ul style="list-style-type: none"> • Bravery and perseverance: Does Chuck give up or keep going?



		<p>ok to be different?</p> <ul style="list-style-type: none">• Kindness: How did Flash show kindness to Flick? Discussion of 'no one gets left behind'.• Morality: Was it right for the flamingos to behave how they did?	<p>because it is different to what you know?</p> <ul style="list-style-type: none">• Belonging: Where does Odd feel most comfortable?• Social: How can we make everyone feel included in our class?	<p>behave badly?</p> <ul style="list-style-type: none">• Consequences: What happens because of the robot's actions?• Morality: Was the robots behaviour right or wrong?• Diversity and inclusion: Does everyone make mistakes sometimes?	<p>generous to the goat.</p> <ul style="list-style-type: none">• Helping others: Who is helping the goat?• Patience: Does the goat have to wait?• Inclusion: How can we help others who might not have what they needed?	<ul style="list-style-type: none">• Responsibility: who could look after the dragon?• Consequences: What might happen if you really have a dragon?	<ul style="list-style-type: none">• Achievement: How does Chuck feel when he completes his quest?• Mutual respect: How does Chuck treat others he meets on the way?
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Autumn 2 (7 weeks)

<p>Grandpa's Farm- Blue band</p> 	<p>Get Your Skates On!- Blue band</p> 	<p>Diwali- Blue band</p> 	<p>Dinosaurs in Wellies- Blue band</p> 	<p>Bibble and the Bubbles- Blue band</p> 	<p>Baby Dinosaur is Lost- Blue band</p> 	<p>A range of poetry</p>
<ul style="list-style-type: none"> • Diversity: Discussion of different homes incl. locations. • Family relationships: What is special about spending time with Grandpa? • Cultural: Farms can be different around the 	<ul style="list-style-type: none"> • Interests and talents: What do you think Ron's interests and talents are? • Learning something new: How does it feel to be a beginner? 	<ul style="list-style-type: none"> • Respect and tolerance of differences: Discussion of different celebrations and religions. • Individual liberty: People can choose their beliefs. Why 	<ul style="list-style-type: none"> • Individual liberty: Discuss the dinosaur's choice to wear wellies. • Sharing and kindness: How did sharing and kindness help save the day? 	<ul style="list-style-type: none"> • Problem solving: How does Bibble respond to challenges? • Diversity: Do all children enjoy the same types of play? 	<ul style="list-style-type: none"> • Safety: what should you do if you are lost? • Emotions: How can we support someone who is upset? 	<p>-</p>

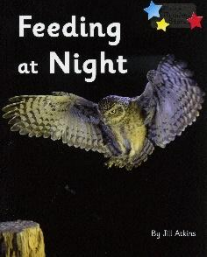
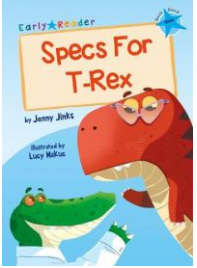
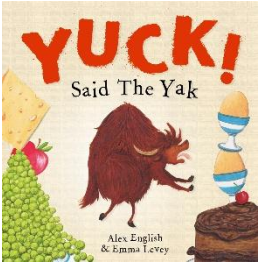
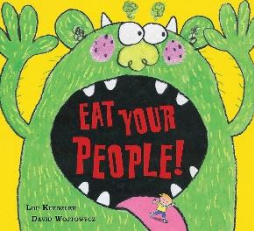

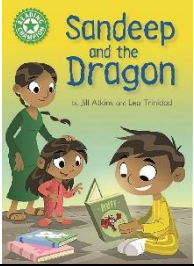


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<p>world. What might be different about them?</p>	<ul style="list-style-type: none">• Inclusion: Do we all learn things at the same speed?	<p>is this important?</p> <ul style="list-style-type: none">• Diversity: Do we all celebrate the same festivals? Is that ok?	<ul style="list-style-type: none">• Rule of Law: Why are there rules when playing outside in messy areas?• Morality: Why is it important to share and include everyone?			
<p>Spring 1 (6 weeks)</p>						



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<p>Feeding at Night- Blue band</p> 	<p>Specs for T-Rex- Blue band</p> 	<p>Yuck said the Yak- Green band</p> 	<p>Eat Your People- Green band</p> 	<p>Kung Fu Kid- Green band</p> 	<p>Sandeep and the Dragon- Green band</p> 
<p>-</p>	<ul style="list-style-type: none"> • Inclusion: Discussion that the T-Rex doesn't feel like he fits in because he is different. • Celebrating differences: Discussion that some people wear glasses. • Self-confidence: Why might T- 	<ul style="list-style-type: none"> • Individual liberty: Is it ok that the yak has likes and dislikes? • New experiences: Why is it important to try new things? • Opinions: Do we all like the same things? 	<ul style="list-style-type: none"> • Individual liberty: Is it right that Mummy Monster was trying to make Monty eat people? 	<ul style="list-style-type: none"> • Perseverance: Does the character keep trying when things are difficult? • Culture: Kung Fu began in China- what do you know about it? 	<p>-</p>

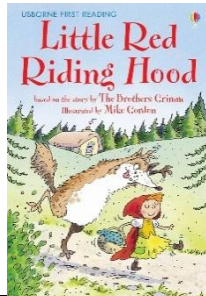


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Rex feel unsure about wearing glasses?

Spring 2 (5 weeks)

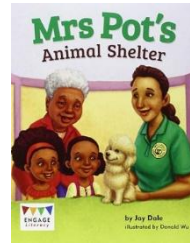
Little Red Riding Hood- Green band



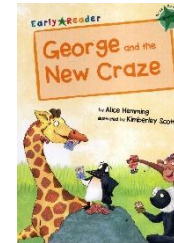
Bear Spotting- Green band



Mrs Pot's Animal Shelter- Green band



George and the New Craze- Green band



The Tiger Who Came to Tea- Green band
The Tiger Who Came to Tea



- Individual liberty: Discuss LRRH freedom of choice of cloak.
- Equality: What is different about LRRH's family? (We only see her mum)
- Stranger danger: Should LRRH have

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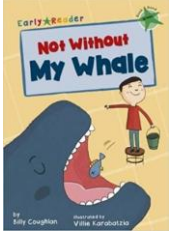
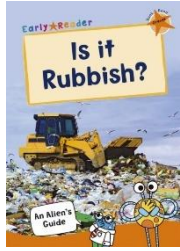
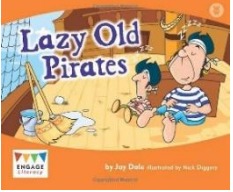
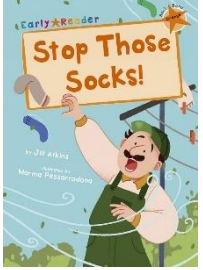
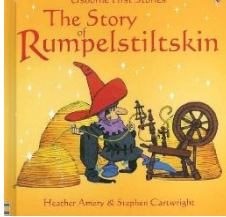
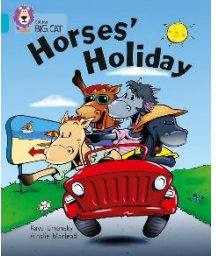
- Responsibility: Why is Gran thinking carefully about which dog to adopt?
- Kindness and compassion: Why is caring for animals important?

- Sharing: Why was it important that Sid shared his card?
- Independence: Do you always need to get involved with a craze?

- Stranger danger: Should you open the door to strangers? What should you do if someone you don't know knocks on the door?



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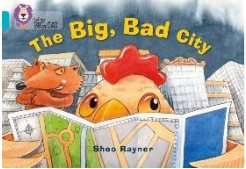
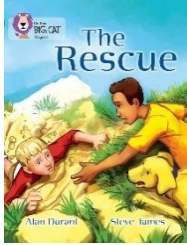
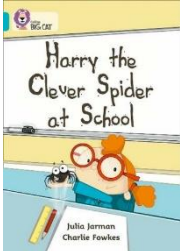

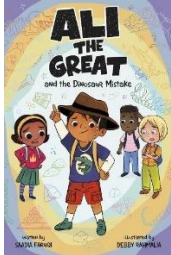
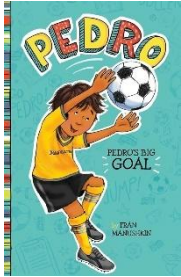
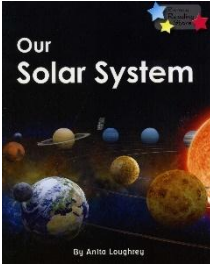
spoken to/trusted the wolf?						
Summer 1 (7 weeks)						
<p>Not Without My Whale- green band</p> 	<p>Is It Rubbish? Orange band</p> 	<p>Lazy Old Pirates- Orange band</p> 	<p>Stop Those Socks!- Orange band</p> 	<p>The Story of Rumpelstiltskin- Orange band</p> 	<p>Horses' Holiday- Turquoise band</p> 	<p>A range of poetry</p>
<ul style="list-style-type: none"> • Problem solving: How is Dora dealing with each problem? • Special items: Why do people become 	<ul style="list-style-type: none"> • Environment: Why is important not to waste things? • Recycling and reusing: What can happen to old items? 	<ul style="list-style-type: none"> • Respect: Are the pirates being respectful to each other? • Greed: Who is being greedy? Why? 	<ul style="list-style-type: none"> • Resilience: Do the characters keep trying when things go wrong? 	<ul style="list-style-type: none"> • Individual liberty: Is it ok to make someone do something that they don't want to do? • Greed: What problems are 	<ul style="list-style-type: none"> • Individual differences: How are the horses different? • Rest and wellbeing: Why is it important to 	-



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<p>attached to special things or animals?</p> <ul style="list-style-type: none"> • Friendships: Why can special friendships feel important? 	<ul style="list-style-type: none"> • Choices: How can our choices help or damage the planet? • Rule of Law: Why are there rules about littering and recycling? 	<ul style="list-style-type: none"> • Responsibility: Why is it important to share responsibilities? • Dealing with emotions: Is the captain dealing with his anger well? 		<p>caused by wanting too much?</p> <ul style="list-style-type: none"> • Individual liberty: Did the miller's daughter have freedom to make her own choices? 	<p>relax and have fun?</p>	
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Summer 2 (7 weeks)

<p>The Big, Bad City- Turquoise band</p> 	<p>The Rescuer- Turquoise band</p> 	<p>Harry The Clever Spider at School- Turquoise band</p> 	<p>Top Hunters- Turquoise band</p> 	<p>Ali the Great and the Dinosaur Mistake- Turquoise band</p> 	<p>Pedro's Big Goal- Turquoise Band</p> 	<p>Our Solar System- Turquoise band</p> 
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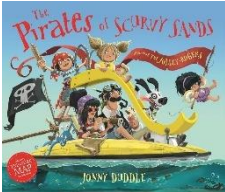
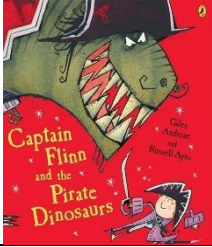
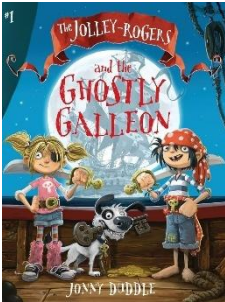


<ul style="list-style-type: none">• Stranger danger: Should the hen have listened to the fox? Why/why not?• Safety: Discussion of how to keep safe in a city.• Road safety: What are the rules for crossing a road safely?	<ul style="list-style-type: none">• Kindness: How did Alex's actions help Tom?• Safety: How could Tom have avoided this situation?	<ul style="list-style-type: none">• Celebrating interests: What is Harry interested in?	<ul style="list-style-type: none">• Morality: Do you think it's right that animals eat other animals? What would happen if they didn't?	<ul style="list-style-type: none">• Honesty: Why must we tell the truth?• Resilience: How do you think Ali felt when he made a mistake?• Morality: Was it right for Ali to try and hide his mistake?• Diversity: What is Ali's culture like?	<ul style="list-style-type: none">• Talents and interests: What is Pedro's talent?• Goal setting: Have you ever had a big goal?• Teamwork: Why is it important to support others, even when you want to shine?• Moral: Is it more important to win or try our best?	-
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					<ul style="list-style-type: none"> Cultural: Football is a sport that brings people from different backgrounds together. 	
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Year 2					
Autumn 1 (7 weeks and 2 days)					
Book band assessments (2 days)	The Pirates of Scurvy Sands (1 week) 	Captain Flinn and the Pirate Dinosaurs (1 week) 	The Jolly Rogers and the Ghostly Galleon (3 weeks) 	A range of letters (2 weeks)	
-	<ul style="list-style-type: none"> Greed: Is treasure the most important thing? 	<ul style="list-style-type: none"> Bravery: What makes Flinn brave? 	<ul style="list-style-type: none"> Courage and bravery: How do the characters face their fears? Emotions: How should we respond when we are frightened? 	-	



	<ul style="list-style-type: none">• Teamwork: What qualities make a good leader?	<ul style="list-style-type: none">• Problem-solving: How do they overcome challenges?• Skills and talents: Why are different skills important in a team?	<ul style="list-style-type: none">• Differences: Do they all respond to fear in the same way?	
Autumn 2 (7 weeks)				
Living Habitats (2 weeks)	Little People, Big Dreams: David Attenborough (1 week)	Info Buzz- David Attenborough (1 week)	A range of explanation texts (2 weeks)	A range of poetry (1 week)
-	<ul style="list-style-type: none">• Protecting the planet: Why is caring for nature important?• Individual liberty: David followed his	<ul style="list-style-type: none">• Responsibility: What responsibilities do humans have towards the environment?	-	-

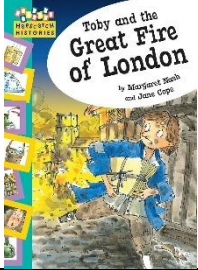
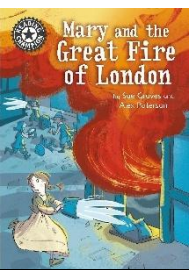
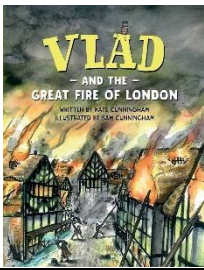


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	<p>interests and talents.</p> <ul style="list-style-type: none">• Respect: Why should humans respect animals and the natural world?	<ul style="list-style-type: none">• Morality: Why is it important to protect endangered animals?• Cultural: Why are documentaries important?• Cultural: David has visited many countries. What can we learn from places around the world?		
Spring 1 (6 weeks)				
A range of non-chronological reports (3 weeks)		Toby and the Great Fire of London	Mary and the Great Fire of London	Vlad and the Great Fire of London



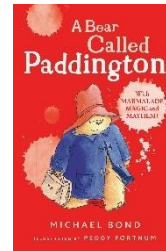
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	<p>(1 week)</p> 	<p>(1 week)</p> 	<p>(1 week)</p> 
-	<ul style="list-style-type: none">• Courage and resilience: How did people cope during the fire?• Community: How did people help one another?	<ul style="list-style-type: none">• Rule of law: Why are safety laws important today?• Diversity: Did the fire affect everyone equally?• Morality: How can people show empathy towards others who have lost their homes or possessions?	<ul style="list-style-type: none">• Fear and panic: Why do some people panic during emergencies? How can staying calm help?
Spring 2 (5 weeks)			



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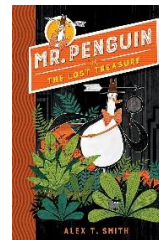
A Bear Called Paddington



- Identity: Discuss leaving home and travelling somewhere new.
- Belonging, acceptance and inclusion: The Browns welcoming Paddington into the family.
- Forgiveness: Paddington often makes mistakes but The Browns often forgive him. Why is this important?
- Home and family: What makes somewhere feel like home? Does family mean more than people who are biologically related?
- Open-mindedness: Paddington is always keen to try new things in England- why is this important?
- Personality: Why do people love Paddington even though he causes chaos and makes mistakes?
- Individual liberty: How does Paddington express her personality?
- Diversity and inclusion: Why might Paddington feel nervous or out of place?

Summer 1 (6 weeks)

Mr Penguin and the Lost Treasure

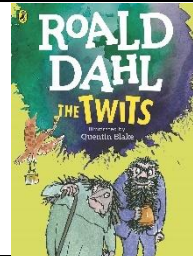




- Rule of Law: Does Mr Penguin follow rules/laws on his adventure?
- Rights: Are all of the characters treated fairly?
- Talents and interests: What are Mr Penguin and Colin good at? How do they use their strengths to help others?
- Respect: How do the characters show respect (or not) to one another? Why is respect important in a team?
- Abuse of Power: Is anyone bossy or unfair in the story? What happens when people try to control others?
- Equality: Does everyone get a turn to help? How does the team work together fairly?
- Kindness: When do we see kind actions in the story? Why is kindness helpful in a tricky situation?
- Friendship & Teamwork: How do Mr Penguin and Colin work as a team? What makes their friendship strong?
- Courage and Responsibility: When does Mr Penguin have to be brave? How does he take responsibility for his actions?
- Individual Liberty: Does Mr Penguin get to make his own choices? How does he decide what's right?
- Diversity & Inclusion: Mr Penguin is not a usual hero. What does this tell us about how anyone can be brave and clever?
- Morality: Who are the 'goodies' and the 'baddies'? How do we know who is doing the right thing?
- SMSC - Social/Cultural: The museum is important in the story – why do we need places like museums? What do they help us learn?
- Health and Safety: The adventure involves danger – climbing, traps, and solving puzzles. What would we do to stay safe in real life?
- Real-World Awareness: What should you do if you get lost or face a problem? Who can you trust or go to for help?

Summer 2 (7 weeks)

The Twits

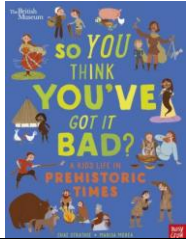
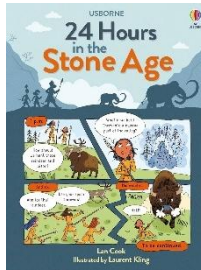


- Rule of Law: Do Mr and Mrs Twit follow rules? What happens when people don't follow rules in real life?
- Rights: Are the monkeys and birds treated fairly? Do animals have rights? How should people treat animals?
- Talents and Interests: How do the monkeys and birds use their cleverness to escape and solve problems?
- Respect: Do Mr and Mrs Twit show respect to each other?
- Kindness: Do the Twits treat others kindly or unfairly? What happens when someone uses power in a mean way? What kind of actions do the monkeys and birds show to each other?
- Equality: Are the animals treated as equals? Why is it unfair when people think they are more important than others?
- Friendship & Teamwork: How do the animals work together? Why is teamwork important?
- Courage and Responsibility: What brave things do the animals do to help themselves and their friends?
- Individual Liberty: Do the animals get to make choices? How do they decide what's best for them?
- Diversity & Inclusion: The animals come from different places and work together. Why is it good to include and listen to everyone?
- Morality: Are the Twits good or bad characters? What do we learn about how we should treat others?
- SMSC - Moral/Social: What lesson does the story teach us about kindness and treating others fairly?
- Health and Safety: The Twits play nasty tricks. What could go wrong in real life if we copy dangerous behaviour? Why is it important to keep others safe?



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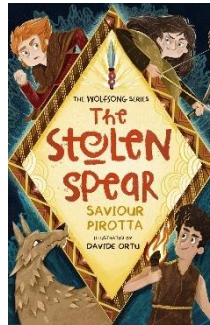
- Real-World awareness: The monkeys are kept in a cage. Is this fair? Why is it important to speak up if someone or something is being treated badly?

Year 3				
Autumn 1 (7 weeks and 2 days)				
Book band assessments (2 days)	So you think you've got it bad? A kid's life in prehistoric times. (3 weeks) 	A range of journalistic reports (1 week)	24 Hours in the Stone Age (2 weeks) 	A range of poetry (1 week)
-	<ul style="list-style-type: none"> • History: How has this period affected how we live today? • Rights: Is it fair that children had to work in mines in the Stone Age? How has the progression in medicine during this period helped us today? 	-	<ul style="list-style-type: none"> • Responsibilities: How might responsibilities have been different for children and adults in the Stone age and now? • Technology- What would it have felt like not to have technology? 	-

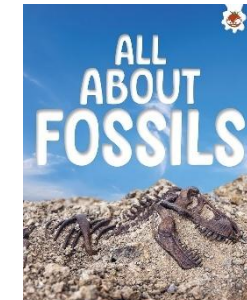


Autumn 2 (7 weeks)

The Stolen Spear
(5 weeks)



Earth's Detectives: All About
Fossils
(2 weeks)



- Belonging: Why does Wolf feel different from the rest of his tribe?
- Talents and interests: Should people all be expected to be good at the same things?
- Self-esteem: How can constantly feeling “not good enough” affect someone?
- Responsibility: Was the loss of the sheep entirely Wolf’s fault?
- Historical differences: What risks did Stone Age people face every day?
- Trust and honesty: Why is stealing wrong?
- Consequences: What should happen if someone breaks trust?
- Rule of Law: Why would tribes need rules and shared expectations?
- Mutual respect: Why is respecting other people’s belongings important?
- Morality: Was stealing the spear every justifiable? Is stealing ever ok?
- Trust: How can trust be rebuilt after it is broken?
- Responsibility: How do individual actions affect the whole community?



- Morality: Can people change after making poor choices?

Spring 1 (6 weeks)

George's Marvellous Medicine

(6 weeks)



- Rights: Does George have the right to feel safe and heard at home? Does Grandma have the right to be treated kindly, even if she's rude?
- Talents and Interests: George is creative and curious – how can those traits be used in a safe and positive way?
- Respect: Is George respectful towards Grandma? Is she respectful to him? Why does respect matter in families?
- Abuse of Power: Grandma uses unkind words and controls people. How should we respond to people who act this way?
- Equality: Is George treated the same as the grown-ups? Does Grandma treat everyone equally or unfairly?
- Kindness: Was George being kind by trying to help his family? Could he have chosen a kinder or safer way?
- Friendship & Family: What makes a family feel safe and happy? What do you think George wanted from his family?
- Courage and Responsibility: George tries to solve a problem. Was he acting responsibly? What could he have done instead?
- Individual Liberty: Did George have too much freedom to do whatever he liked? Why do we have limits and boundaries?
- Morality: Was it right for George to secretly test something on someone else? What are the dangers of doing something without permission?



- **Health and Safety:** Why is it dangerous to mix medicines or chemicals? What should children do if they find something that could be harmful? Who should we go to for help?
- **Real-World Awareness:** Medicines should only be given by adults or doctors. Why is it important to follow safety rules at home? What are the dangers of copying things from stories or TV?

Spring 2 (5 weeks)

The Iron Man

(5 weeks)



- **Fear of the unknown:** Why are humans scared of the Iron Man?
- **Judgement and prejudice:** Is this Iron Man truly dangerous?
- **Mutual respect and tolerance:** Should people judge the Iron Man before knowing him? Why is it important not to judge others too quickly?
- **Individual liberty:** How does Hogarth think independently from the crowd?
- **Morality:** Was it right for humans to try to trap the Iron Man?
- **Social:** How can communication solve problems?
- **Diversity and inclusion:** How is the Iron Man treated because he is different? How can misunderstanding lead to unfair treatment? How does the story show that difference can be a strength?

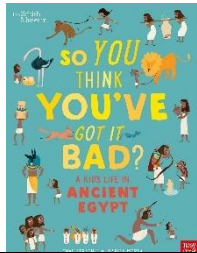


- Compromise: How do compromise and understanding solve conflict?

Summer I (7 weeks)

So you think you've got it bad? A kid's life in Ancient Egypt

(2 weeks)



- Poverty: How did poverty affect the lives of people during Ancient Egypt times?
- Social inequality: Did everyone live the same kind of life?
- Education and opportunity: Who had access to learning?
- Morality: Slaves were used during Ancient Egypt times. Is this fair?
- Diversity and inclusion: How did people's roles depend on gender or class? -

Marcy and the Riddle of the Sphinx

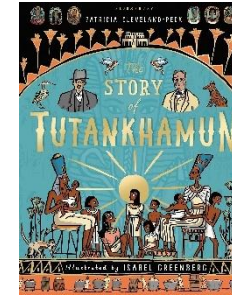
(2 weeks)



- Bravery: Discussion of how Marcy was brave and determined.
- Honesty: How did Marcy benefit from being honest to Ra?
- Overcoming fears: Discussion that Marcy is no longer afraid of the dark.
- Resilience: What challenges does Marcy face and how does she keep going?
- Morality: Is it always right to take risks to help others?

The Story of Tutankhamun

(3 weeks)



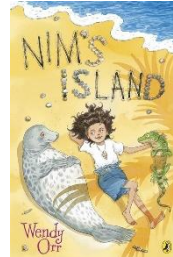
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- Social: How do the challenges Marcy faces help her grow as a person?
Loyalty and sacrifice: Marcy risks a lot to help her father. Is this ok?

Summer 2 (7 weeks)

Nim's Island



- Family dynamics, loss and grief: Discussion that Nim lost her mother.
- Rule of Law: Nim lives on an island with very few rules. Why are rules important?
- Talents and interests: What is Nim good at?
- Dealing with change: How did Nim show resilience? And adapting to changes and challenges that she was faced with?
- Independence: Discuss independence and how this helped Nim.
- Individual liberty: Discuss that Nim had the freedom to make her own choices on the island but she still had to be responsible.
- Morality: Was it fair how they treated the tourists? What could they have done differently?
- Health and Safety: Nim uses tools, climbs and looks after herself. What dangers are there in the story? What would be unsafe to copy in real life?



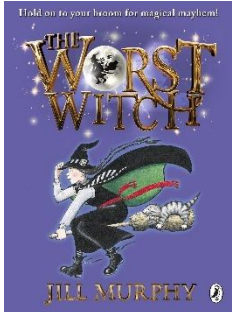
SHERINGDALE

- Support: Nim contacts someone for help via email. What should we do if we need help and are on our home? Who are your safe adults?

Year 4				
Autumn 1 (7 weeks and 2 days)				
<p>Book band assessments (2 days)</p>	<p>Ancient Greek Gods and Goddesses (2 weeks)</p> 	<p>A range of non-chronological reports (1 week)</p>	<p>Leo and the Gorgon's Curse (1 week)</p> 	<p>A range of poetry (1 week)</p>
-	<ul style="list-style-type: none"> Power and responsibility: How did Gods use their powers? Justice and revenge: Were the Gods fair? Morality: Were the Gods and Goddesses good role models? Are they always portrayed fairly? 	-	<ul style="list-style-type: none"> Courage and bravery: What makes Leo brave? Character development: How does Leo grow throughout the story? 	-



SHERINGDALE

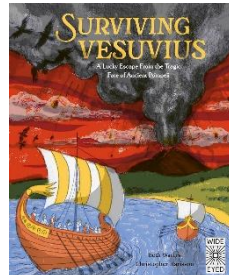
			<ul style="list-style-type: none">• Understanding: Can people sometimes be misunderstood?• Responsibility: How should people use power responsibly?	
Autumn 2 (7 weeks)				
A range of personal recounts (1 week)	The Worst Witch (6 weeks)			
				
-	<ul style="list-style-type: none">• New beginnings: How does Mildred feel about starting school?• Belonging: Does Mildred immediately feel like she belongs at the academy? What makes someone feel included?• Identity: What makes Mildred different from the other witches? Should she change to fit in?• Emotions: How does Mildred feel when others see her fail?• Confidence: How does repeated failure affect her confidence?			



- Bullying: Does Ethel behave like a bully? How should bystanders react to unkind behaviour?
- Growth: How do mistakes contribute to learning?
- Peer-pressure: How do friendships sometimes influence behaviour or choices?
- Self-belief: How has Mildred changed since the beginning?

Spring 1 (6 weeks)

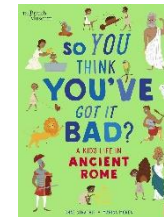
Surviving Vesuvius
(3 weeks)



- Historical differences: What similarities and differences are there between Pompeii and modern towns?
- Community: Discuss the sense of community that markets, baths and public spaces provide.
- Diversity and inclusion: Did everyone in Pompeii have equal opportunities? How did status affect their lives? Did wealth help people survive more easily?
- Nature: Why can natural disasters be frightening?
- Survival: What difficult choices do families face?
- Emotions: How does panic affect emotions?

So, you think you've got it bad?
A kid's life in Ancient Rome.

(3 weeks)



- Equality: how were women and girls treated differently in the Roman times? (p.13)
- Class: how was life different for wealthy and working class people in the Roman times?
- Access to education: who had access to education in the Roman times? Do you think it was fair that not everyone had access to education?
- Empathy: What do you think it would have felt like to be a child in Ancient Rome? How is your life different from theirs?



• History: Why do people still study Pompeii today?

- Rights: Did all Roman children have the same rights and opportunities?
- Rule of Law: How were laws in Ancient Rome different from now? Were punishments fair?
- Mutual respect and tolerance: How did Ancient Romans treat people from different backgrounds?
- Individual liberty: Who had choices in Roman society? Who didn't?
- Hygiene: Did Romans have good hygiene?

Spring 2 (5 weeks)

Crater Lake

(5 weeks)



- Bullying: why is Trent's behaviour towards other pupils unacceptable? What should we do if we experience or witness bullying?
- Peer pressure: How do the children make their own choices even when others are scared of unsure?
- Inclusion: Lance needs medical support to help him breathe. How would you make Lance feel included even if he can't do everything other children can?
- Rule of Law: When the rules at the residential centre break down, what happens?

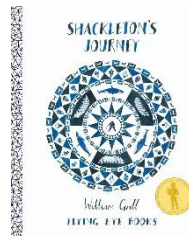


- Diversity: How is the group of main characters diverse? What makes them different?
- Morality: Should the children have left others behind to save themselves?

Summer 1 (7 weeks)

Shackleton's Journey

(5 weeks)



A range of free verse

poetry

(2 weeks)

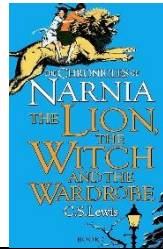
- Perseverance and resilience: how did Shackleton and his crew demonstrate perseverance and resilience on their journey? What did they achieve by persevering? Discuss the importance of being proud of your achievements, even if they weren't what you set out to achieve or even if it didn't go quite to plan (adaptability).
- Teamwork: discuss the importance of working together, everybody having their roles and jobs to support each other.
- Moral: how can you build and maintain moral? Why is it important to have good moral?

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Summer 2 (7 weeks)

The Lion, The Witch and the Wardrobe

(7 weeks)

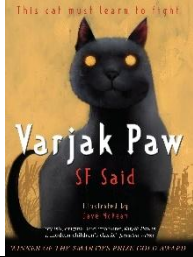


- Curiosity: Why does Lucy decide to explore the wardrobe?
- Stranger danger: Should Lucy have spoken to and trusted Mr Tumnus?
- Sibling relationships: What is the dynamic of a sibling relationship? Why do siblings sometimes compete?
- Characters: Are characters always what they appear to be?
- Temptation: Does everyone experience temptation differently?
- Betrayal: Can people recover from making bad choices? Does everyone deserve a second chance?
- Leadership: What makes Aslan a different leader to the White Witch?
- Cruelty and power: How does the witch treat her followers?
- Chapter 14- Aslan's death; address sensitively.

Year 5		
Autumn 1 (7 weeks and 2 days)		
Book band assessments (2 days)	Varjak Paw	A range of poetry (1 week)



SHERINGDALE

	(6 weeks) 	
-	<ul style="list-style-type: none">• Independence and decision making: Varjak leaves home to find help. What does this teach us about growing up and thinking independently?• Rule of Law: The city has its own rules (the gangs, the Contessa's house). What happens when laws are abused?• Prejudice: Varjak is different from the rest of his family. How is he treated because of this?• Community and inclusion: How do the street cats treat newcomers?• Morality: is violence ever justified in the story?• Abuse of power: The Gentlemen and the Vanishings represent manipulation and control. How do we know when power is being abused?• Isolation: How does Varjak cope with being alone?	-
Autumn 2 (7 weeks)		
Kensuke's Kingdom		



- Emotions: How does Michael manage loneliness and fear when stranded?
- Responsibility and independence: Michael learns to take care of himself. What does independence mean and when do we need help?
- Environmental issues: without the forest, would Kensuke or Michael have been able to survive there as well as they did? Link to deforestation in Asia, South America, even parts of Europe.
- Historical link: discuss with children the atomic bombings of Hiroshima and Nagasaki.
- Inclusion: when Michael first meets Kensuke, Kensuke speaks very broken English. If a new child joins your class who doesn't speak English, how could you communicate with them and make them feel welcome?
- Survival skills: teach the children how to make a shelter or a fire (following safety procedures!).
- Individual liberty: Michael chooses to explore the island. What does freedom mean in this context?
- Rule of Law: Kensuke lives by strict rules to survive. Why are these rules important?
- Cultural understanding: Kensuke's Japanese background is very different from Michael's. How do they learn about each other's culture.

Spring 1 (6 weeks)

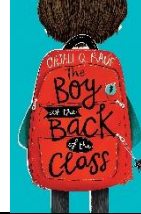
Viking Boy



- Honour and Reputation: In the Viking world, honour and revenge are seen as very important. What do you think about the Viking idea of honour and vengeance? What are some positives and negatives? How do modern values like forgiveness and justice compare?
- Equality and Diversity: How are women and girls represented in Viking Boy? Do you think they had the same opportunities as men and boys? How is this different to today? Is there still work to be done?
- British Values: Democracy - how do the Viking characters decide who is in charge and who gets to make decisions? Is this fair? Individual liberty - Gunnar shows individual liberty when he makes choices for himself. Can you think of a moment when he chooses to do what he thinks is right? Mutual respect - were there times in the book when characters showed mutual respect, even when they disagreed or came from different places?
- Morality: Gunnar wants revenge for what happened to his family - is revenge always the right choice? Is it ever right to hurt someone if they hurt you first? Gunnar is often tempted to give up. What keeps him going, and what does that say about his character? Are there any characters who change or redeem themselves? What does this tell us about forgiveness and personal growth?
- Loyalty: How do friendships and alliances help Gunnar throughout the story? What does the book teach us about loyalty and trust?




The Boy at the Back of the Class



- First impressions: Why are these not always accurate?
- Belonging: Discuss starting a new school.
- Refugees and trauma- address sensitively from chapter 2.
- Kindness: How can the classmates help Ahmet to feel safe?
- Empathy: Why do the children begin caring so deeply about Ahmet? How does learning someone's story change perspectives?
- Friendship: What impact can small aspects of friendship have?
- Bullying and courage: Why is standing up to bullying difficult? Should it still happen?
- Mutual respect and tolerance: Why should differences be respected?
- Stereotypes: Why do some adults and children misunderstand refugees?
- Media and influence: How can news and rumours shape opinions?
- Community: Why is school important for Ahmet?
- Voice: Why is it important for children to speak up? Can young people influence change?

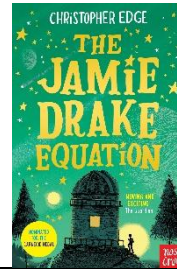
Summer 1 (7 weeks)



<p>Street Child (6 weeks)</p> 	<p>A range of poetry (1 week)</p>
<ul style="list-style-type: none">• Class: How were people in Victorian society treated differently according to their class? How were their lives different?• The right to education: Discuss the differences then and now, and how many children did not have access to education.• Difference in family dynamics: Discuss the sheer amount of children who were orphaned in the Victorian times and forced to live on the streets, beg and steal to survive. Be aware of specific children in the class who may have lost a parent.• Equality: How did Dr Barnardo help to make a difference to so many destitute children's lives? What lessons can we learn from Jim's experience about fairness and equality in society? <p>Identity and Belonging: Jim often feels alone and unsure of where he belongs. Why is a sense of belonging important for our wellbeing? Who helps Jim feel valued, and why does that matter?</p>	<p>-</p>
<p>Summer 2 (7 weeks)</p>	
<p>The Jamie Drake Equation</p>	



SHERINGDALE



- Family separation: address sensitively.
- Loneliness: Why does Jamie sometimes feel isolated? How can loneliness exist when surrounded by people? What signs show that someone may need support?
- Social: Why do humans need companionship and support?
- Emotions: Why can uncertainty feel uncomfortable?
- Communication: What happens when people avoid difficult conversations?
- Anxiety (chapter 7): What worries Jamie most?
- Emotional growth (chapter 9): How has Jamie changed emotionally?
- Technology: Can technology bring people together as well as push them apart? Is face-to-face connection more powerful than digital communication?
- Individual liberty: Discuss freedom to pursue curiosity and ambition.

Year 6

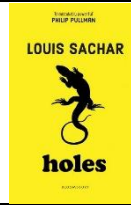
Autumn 1 (7 weeks and 2 days)

Book band
assessments

Holes
(7 weeks)



(2 days)



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- Rule of Law: What caused Stanley to end up at CGL? Is it fair? Is it ever ok to break the law?
- Rights: Is the standard of the camp, and the working conditions, supportive of human rights? Why/why not?
- Talents and interests: Discuss Zero's talent for digging holes.
- Respect: Are all of the characters showing respect towards each other? Why/why not?
- Abuse of power: Are the leaders of the camp acting in an appropriate manner?
- Equality: Is equality shown in the story? Discuss the hierarchy of the campmates.
- Kindness: Discuss the fact that Stanley is willing to teach Zero to read and write.
- Friendship: In what way is the benefit of friendship evident?
- History: How has history affected the current day story?
- Individual liberty: Did the campmates have freedom to be themselves at CGL? Why/why not?
- Equality (Chapter 3): Uses the phrase 'gypsy'. Address sensitively.
- Smoking (Chapter 5): Discuss implications of smoking.
- Bullying (Chapter 11); Discuss the incident with X-Ray demanding that Stanley gives him anything that he finds while digging.
- Accountability (Chapter 12): Discuss Mr Pendanski saying, "You're the reason you are here. You're responsible for yourself..."

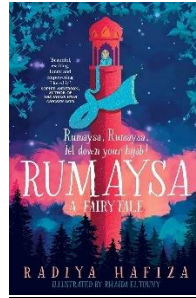
Autumn 2 (7 weeks)



SHERINGDALE

Rumaysa

(6 weeks)



A range of free

verse poetry

(1 week)

- Rule of Law: Rumaysa is taken and locked away in a tower. Was this fair? Why do we have laws to protect people's rights and freedom? How do laws help us stay safe?
- Talents and Individuality: Rumaysa uses her magical hair and clever thinking to help others. What makes her special? Why should we celebrate people having different talents and strengths?
- Respect: How do the characters treat each other? Why is it important to respect people who are different from us?
- Rights and Freedom: Rumaysa escapes the tower and makes her own choices. Why is it important for people to have the freedom to make decisions? Did other characters in the story have their rights taken away? What happens when others try to take that choice/right away?
- Courage and Kindness: Rumaysa often helps people she doesn't know. Why do you think she does this? How can kindness and courage make the world a better place?
- Equality and Fairness: Some people in the story are treated unfairly because of how they look or where they come from. How does Rumaysa deal with this? Why is equality important? Should we treat people differently because of the way they look?

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- **Female Empowerment and Independence:** The girls and women in this book don't wait to be rescued - they take action. How is this different from traditional fairy tales? What stereotypes about women are being challenged in this story? What message does this give young readers? Why is this important in today's day and age?
- **Friendship and Loyalty:** Rumaysa makes new friends during her journey. What makes a good friend? How do the characters show loyalty and support?
- **Cultural Understanding and Diversity:** The story includes Muslim characters and is inspired by South Asian culture. Why is it important for stories to reflect different cultures, religions and backgrounds? How does seeing a Muslim girl as the hero of the story challenge traditional fairytale norms.
- **Celebrating Differences:** In Rumaysa, cultural difference is not only accepted, it's celebrated. What are some examples in the book where diversity is shown as a strength?
- **Challenging Assumptions:** Characters in the book often make assumptions about Rumaysa because of how she looks or acts. How does this relate to real-life issues such as racism or religious discrimination? What can we do to avoid judging people based on appearance or cultural background?

Abuse of Power: The witch tries to control Rumaysa. How do people in power act unfairly in the story? What makes a great leader in real life?

Spring 1 (6 weeks)

Letters from the Lighthouse



- War: Discuss the topic of WW2 and the fact that there is violence in the book (guns, bombs etc.)
- Loss and grief: They lose their dad during the war. The sister (Sukie) is missing. The whole family is grieving throughout the story, especially the mother.
- Evacuation: How would children have felt being taken away to live somewhere different with another family?
- Relationships: Discussions of boyfriends and relationships.
- Discrimination, tolerance and respect: People being treated differently due to their race and religion.
- Responsibility: Olive looks after Cliff during their time away.
- Conflict: Esther and Olive's friendship has some ups and downs before they became consistently friends.
- Morality: Should they have helped the German pilot?
- Bravery: Who showed bravery in the story? When? (Sukie? Olive?)
- A sense of community: Discussion of how Budmouth Point welcomed people into their town.
- Selflessness: Discussion of how people were willing to put themselves in danger to help the people arriving on the boat.

Spring 2 (5 weeks)

Wonder



- The difficulty of kindness: *Wonder* tells the story of ten-year-old August Pullman's first year going to school. Because of his condition and required multiple facial surgeries, his parents felt it best to home-school him and protect him from bullying and the intense stares a school environment would likely attract. As the novel progresses, it interrogates what it means to be kind, and the sacrifices necessary for the sake of kindness. It also goes to great lengths to underscore the ways in which choosing to act kindly can sometimes be an extremely difficult choice.
Questions: Should we be kind regardless of the situation? Is self-sacrifice worth it for the sake of being kind? Does it matter who we choose and choose not to be kind to?
- Independence and growing up: August is on the brink of adolescence. Due to his condition and age, he begins the novel relying heavily on his parents for support and guidance. As August matures over the course of the novel, however, he gradually begins to desire more independence. Though the novel is careful to show that children and teens absolutely need their parents, *Wonder* also shows that this tension between need and independence inevitably leads to conflicts between children and their parents. The silver lining is that as children grow these conflicts usually abate, particularly as children start to conceive their parents as whole people, not just parent figures.
Questions: What do we do when someone ignores our good guidance? Can some lessons only be learnt through personal experience? How can we take the guidance giver's viewpoint in to account?
- Status and bullying: For August and the kids at Beecher Prep, status and popularity are of the utmost importance. *Wonder* is peppered with kids' observations about their social structure, how status and hierarchy function in their world at school, and what



the consequences of being popular or unpopular are on the student body. In particular, *Wonder* suggests that as intoxicating as popularity might be for August and his classmates, the social structure that allows some students to be popular requires those students to bully their less popular classmates to maintain their position. Taken together, *Wonder's* exploration of bullying and social structure illustrates how clearly toxic a social structure can be when it's predicated on putting down others in order to elevate oneself. The camaraderie August and his friends show suggest that it is far more fulfilling for all involved to participate in a social structure based instead on kindness, community, and lifting up others.

Questions: Is increasing the happiness of the majority justified at the expense of the minority? Is being passive ever acceptable? Does it make sense to continue on a chosen path if it is difficult, but ultimately the correct choice?

- **Identity:** *Wonder* explores adolescence as a unique period of time in which teens and tweens have the ability to experiment with their identities. By looking at the ways the adolescent characters attempt to define themselves, either by changing their appearance or by liking certain things, as well as examining the degree to which those characters are defined by others (as when some students are spoken of in terms of one defining characteristic, regardless of their other qualities), *Wonder* suggests that identity is something of a two-way street. People can certainly try to construct and project their preferred identities, but they're still beholden to the thoughts, feelings, and prejudices of others.

Questions: Is it ever right to care what other people think about us? Can we only be truly defined by others? Is it good to have an identity?

- **Parenting and guidance:** As August begins school, he comes into contact for the first time with professional teachers and with parents other than his own and those of his long-term childhood friends. Through August's observations of these adults, the novel interrogates both how adolescents view adult presences in their lives, as well as what role adults should play in the lives of their children and students. Ultimately, *Wonder* proposes that parents and teachers have a great deal of responsibility to guide children through life, while also suggesting that they have an enormous amount of power to affect how and how easily their children grow up.



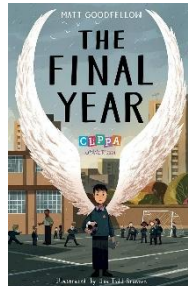
Questions: What should an adult do for children? How much responsibility should either an adult or child take for how the child grows up? For how long can we blame bad parenting on the behaviour of the child? Is it every right for an adult to act badly for the sake of looking out for their child?

Summer 1 (7 weeks)

SATs revision (4 weeks)	SATs week (1 week)	A range of journalistic reports (2 weeks)
-	-	-

Summer 2 (7 weeks)

The Final Year



- Family: How does Nate's home life affect him emotionally?
- Anxiety: What is fear of the future? Is it a valid feeling?
- Change: Why can growing up feel overwhelming?
- Success: Should academic success define someone's value?
- Dealing with emotions: How does pressure show itself emotionally and physically?
- Expectations: Why does Year 6 bring pressure?
- Communication: Why do some children hide emotions?



SHERINGDALE

- Friendships: Why are friendships especially important during difficult times? How can opening up to friends feel difficult?
- Isolation: What does it mean to feel invisible?
- Emotional regulation: Why does Nate sometimes struggle with anger?
- Diversity and inclusion: Why do some people express emotions differently?
- Loneliness: What is the impact of loneliness?
- Community: Why are support systems important? How can schools create emotionally safe environments?
- Growth: How has Nate changed since the beginning of the book?