

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|--|--|---|---|---|
| Receptio n | Reading taught solely through Floppy's Phonics and corresponding Oxford Reading Tree books | | Begin growing guided reading groups. Taught through Oxford Reading Tree Books, in line with Floppy's Phonics level and assessment | Continue to grow guided reading groups. Taught through Oxford Reading Tree Books, in line with Floppy's Phonics level and assessment | Guided reading taught through Oxford Reading Tree Books, in line with Floppy's Phonics level and assessment (all children) | |
| Year One | Guided reading taught thro Ph | ugh Oxford Reading Tree nonics level and assessmen | | Image: Curriculum Driver: Reading Breath Ending Breath Focus: Traditional Tales and Poetry | Image: Second system Image: Second system Image: Second | Image: Curriculum Driver: Reading Breadth Eccus: Stories and Poetry |
| Year Two | Sharks Image: Curriculum Driver: Geography | Image: Second systemImage: Second sy | Image: Curriculum Driver: Science Event Event Living Things, Habitats and | Image: Curriculum Driver: Reading Breath Focus: | Every Curriculum Driver: History Focus: | Image: Second system Image: Second system Image: Second |

| | Focus: Rivers and Seas | Fairy Stories and Poetry Classics | Plants | Traditional Tales and Poetry | Beyond Living Memory – The Great Fire of London | Stories, Plays and Poetry – Contemporary |
|---------------|--|--|--|---|---|--|
| Year Three | Image: Second system Image: Second system Curriculum Driver: Science Eccus: Forces, Magnets and Rocks | Image: Stories and Poetry | Image: Note of the sector of | Image: Curriculum Driver: Reading Breadth Ecur: Fairy Stories and Poetry | Curriculum Driver: History | Image: Curriculum Driver: Reading Breadth Eocus: Stories, Plays and Poetry |
| Year Four | Image: A startImage: A start <tr< th=""><th>Image: Stories and Poetry – Different forms</th><th>Image: Second second</th><th>Image: Second state of the second s</th><th>Image: Constraint of the second se</th><th>- Different Forms</th></tr<> | Image: Stories and Poetry – Different forms | Image: Second | Image: Second state of the second s | Image: Constraint of the second se | - Different Forms |

| Year Five | <image/> | | | Image: Curriculum Driver: | Image: Curriculum Driver: | Image: Curriculum Driver: |
|-----------|--|---|--------------------------------------|---|---|--|
| | Science | <u>Curriculum Driver:</u> Reading Breadth | History | Reading Breadth | Geography | Reading Breadth |
| | <u>Focus:</u> Space | <u>Focus:</u> Modern Fiction and Poetry – Wider Range | <u>Focus:</u> Victorians | <u>Focus:</u> Myths and Legends, Plays and Poetry – wider range | <u>Focus:</u> North and South America/ World | <u>Focus:</u> Other Cultures and Traditions, Poetry – wider range |
| Year Six | The Boy is the Striped Pylanas parsenver | BOT TOWER | | Image: Constraint of the second se | | |
| | <u>Curriculum Driver:</u> History | <u>Curriculum Driver:</u> Reading Breadth | <u>Curriculum Driver:</u> Science | <u>Curriculum Driver:</u> Reading Breadth | <u>Curriculum Driver:</u> Reading Breadth | <u>Curriculum Driver:</u> Geography |
| | <u>Focus:</u> War | <u>Focus:</u> Modern Fiction and Poetry | Focus: Evolution and Inheritance | <u>Focus:</u> Traditional Tales and Poetry | <u>Focus:</u> Literary Heritage, Plays and Poetry | <u>Focus:</u> Coasts |