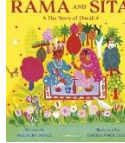
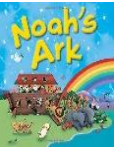
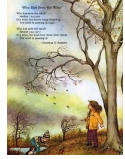
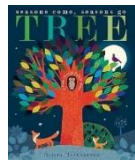
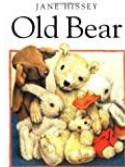
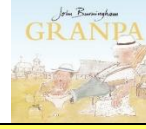
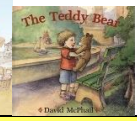
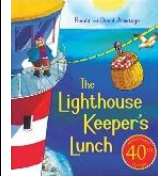
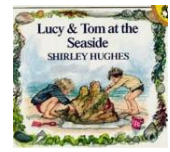
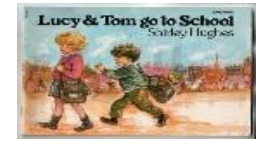




H.C.P.S. Year 1 Curriculum 2026-2027

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topics	Mad about Minibeasts Dear Dinosaur	Traction Man Let's Celebrate When Santa Got Stuck up the Chimney	All About Weather Noah's Ark	The Tiny Seed Old Bear	Lucy and Tom Seasons	Phonics Fun! The Lighthouse Keeper's Lunch Life Skills and Safety
Texts	 	   	    	   	  	 
English handwriting	Unit 1: Lower-case letters • c, a, d, g, o, q (Wk1) • e, s, f, l, i, t (Wk2) • j, u, y, m, n, r (Wk3) • b, p, h, v, w, x (Wk4) • z, k (Wk5) • Assess and review (Wk6)	Unit 2: Applying capital letters • A, B, C, D (Wk7) • E, F, J, H (Wk8) • I, J, K, L (Wk9) • M, N, O, P (Wk10) • Q, R, S, T (Wk11) • U, V, W, X, Y, Z (Wk12) • Assess and review (Wk13)	Unit 3: Forming digits • Numbers 0–5 (Wk1) • Numbers 6–9 (Wk2) Unit 4: Digraphs and trigraphs • ll, ff, ss, zz, qu, ck, ch, sh (Wk3) • th, ng, nk, ai, ee, igh, oa, oo (Wk4) • ar, or, ur, ow, oi, ear, air, er (Wk5) • Assess and review (Wk6)	Unit 5: Useful words Focus words: • and, go, his, be, her, full, he, into (Wk7) • push, pull, she, put, the, me, is, as (Wk8) • we, to, all, are, by, my, I, was (Wk9) • they, said, you, come, do, have, here, like (Wk10) • love, little, has, one, some, there, so, today (Wk11) • Assess and review (Wk12)	Unit 6: Words with Phase 5 GPCs Writing words with the GPCs: • ay, a-e, ea, e (Wk1) • ie, i-e, o, o-e (Wk2) • ue, ew, u-e, aw (Wk3) • ea, ir, ou, oy (Wk4) • i, a, ow, u (Wk5) • ph, wh, ie, g (Wk6) • Assess and review (Wk7)	Unit 7: Days of the week • Monday, Tuesday, Wednesday, Thursday (Wk8) • Friday, Saturday, Sunday (Wk9) Unit 8: Sentences with punctuation • Focus punctuation: . ? ! (Wk10) Unit 9: Sentences with useful words • Focus words: again, ask, because, could, eye, beautiful, friend, call (Wk11)

						• Focus words: laugh, our, people, house, school, should, their, water (Wk12) • Assess and review (Wk13)
Spelling/ Phonics	<u>Autumn 1</u> Review Phase 3 GPCs: ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s –s –es Words with two or more digraphs e.g. queen thicker Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /eel/ ea each Tricky Words: Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	<u>Autumn 2</u> Phase 5 - /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /ool/ /yoo/ ew u-e u ue Tricky words: their people oh your Mr Mrs Ms ask could would should our house mouse water want	<u>Spring 1</u> Phase 5 graphemes: /ee/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /lj/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa Tricky words: any many again who whole where two school call different thought through friend work	<u>Spring 2</u> /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there Week 4 /ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor Week 5 /c/ ch school /sh/ ch chef /z/ ze freeze Tricky words: once laugh because eye	<u>Summer 1</u> ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	<u>Summer 2</u> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Phase 5 review Tricky words: busy beautiful pretty hour move improve parents shoe
Maths	<u>Place Value (within 10)</u> To sort and count objects. To find one more and one less To recognise numbers as words To count forwards and backwards To count in 2s and 5s. <u>Addition and Subtraction (within 10)</u> Number bonds to and within 10 To write number sentences To recognise parts and whole of a number Use addition and subtraction to find Fact Families. To solve word problems using addition and subtraction <u>Shape</u> To recognise and name a variety of 2D and 3D shapes. To spot patterns using 2D and 3D shapes.	<u>Addition and Subtraction (within 10)</u> Number bonds to and within 10 To write number sentences To recognise parts and whole of a number Use addition and subtraction to find Fact Families. To solve word problems using addition and subtraction <u>Shape</u> To recognise and name a variety of 2D and 3D shapes. To spot patterns using 2D and 3D shapes.	<u>Addition and Subtraction (within 20)</u> Number bonds to and within 20 To write number sentences To recognise parts and whole of a number Use addition and subtraction to find Fact Families. To solve word problems using addition and subtraction To add and subtract crossing 10. <u>Place Value (within 50)</u> To sort and count objects. To find one more and one less	<u>Length and Height</u> To compare lengths and heights To measure lengths <u>Weight and Volume</u> To introduce weight, mass, capacity and volume. To measure and compare mass. To measure and compare capacity. <u>Multiplication and Division</u> To count in 2s, 5s and 10s. To make equal groups To recognise and make arrays To make doubles.	<u>Multiplication and Division</u> To count in 2s, 5s and 10s. To make equal groups To recognise and make arrays To make doubles. <u>Fractions</u> To find halves and quarters. To find a quarter and half of a quantity activity <u>Position and Direction</u> To describe turns and positions. <u>Place Value (within 100)</u> To count forwards and backwards within 100. To partition numbers up to 100.	<u>Place Value (within 100)</u> To count forwards and backwards within 100. To partition numbers up to 100. To compare numbers to 100. To order numbers to 100. To find one more and one less. <u>Money</u> To recognise notes and coins To count coins. <u>Time</u> To use terms before and after. To recognise dates.

	To solve word problems using addition and subtraction	<u>Place Value (within 20)</u> To count, order and compare numbers to 20. To find one more and one less To recognise numbers as words To count forwards and backwards To count in 2s and 5s.	To recognise numbers as words To count forwards and backwards To recognise 10s and 1s. To count in 2s and 5s.		To compare numbers to 100. To order numbers to 100. To find one more and one less.	Tell the time to the hour and half an hour. To write time to hour and half an hour. To compare times. <u>Consolidation</u> Revision of relevant objectives.
Science	<u>Working Scientifically</u> To observe closely, using simple equipment To identify and classify To gather and record data to help in answering questions To use observations and ideas to suggest answers to questions To ask simple questions and recognise that they can be answered in different ways <u>Animals including Humans</u> To identify and name a variety of common animals that are carnivores, herbivores and omnivores To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	<u>Materials</u> To distinguish between an object and the material in which it is made from. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, paper, water and rock. To describe the simple physical properties of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Working Scientifically</u> To perform simple tests	<u>Seasons</u> To observe and describe weather associated with the seasons and how day length varies To observe changes across the four seasons (Winter) To ask simple questions and recognise that they can be answered in different way	<u>Working Scientifically</u> To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identify and classify. Use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions	<u>Plants and Animals</u> To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) To identify and classify To identify and name a variety of common animals (fish, amphibians, reptiles, birds and mammals) To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) To identify and describe the basic structure of a variety of common flowering plants, including trees To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To use observations and ideas to suggest answers to questions (life cycle) To observe changes across the four seasons (Spring)	<u>Seasons</u> To observe changes across the four seasons (Summer) To perform simple tests

History				<u>Old Bear</u> To sequence events from their life using timeline To begin to create simple links between different areas of study To recognise the difference between past and present in their own and others' lives To be encouraged by stories to distinguish between fact and fiction To find answers to simple questions about the past from sources of information To accurately answer some questions verbally related to an area of study	<u>The Lighthouse Keeper's Lunch</u> To begin to create simple links between different areas of study To recognise the difference between past and present in their own and others' lives To be encouraged by stories to distinguish between fact and fiction To find answers to simple questions about the past from sources of information To accurately answer some questions verbally related to an area of study To talk about significant historical events, people and places in their own locality.	<u>One Year of Kipper</u> To sequence events from their life using timeline
Geography			<u>All About Weather</u> To identify seasonal and daily weather patterns in the UK To be able to name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas. To be able to name, locate and identify characteristics of the four capital cities of the United Kingdom	<u>The UK</u> To identify seasonal and daily weather patterns in the UK To be able to name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas. To be able to name, locate and identify characteristics of the four capital cities of the United Kingdom		<u>Lucy and Tom series</u> To begin to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, season and weather. To begin to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop. To be able to use simple compass directions (North, South, East and West) To be able to use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map To use simple fieldwork and observational skills to study the geography of their school and its grounds and

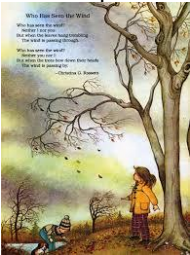
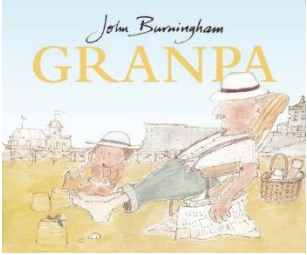
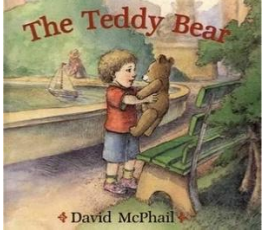
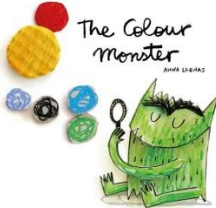
						the key human and physical features of its surrounding environment.
Art	Draw lines of different sizes and thickness To begin to show different tones by using coloured pencils. To begin to colour (own work) neatly following the lines. To begin to show pattern and texture by adding dots and lines	To begin to use techniques such as rolling, cutting, moulding and carving. To begin to use clay as a material	Create simple colour wheels. To begin to add white to colours to make tints and black to colours to make tones. To begin to mix primary colours to make secondary. Use thick and thin brushes To draw lines of different sizes and thickness To use thick and thin brushes Artist Study - David Hockney	To mix primary colours to make secondary colours To draw lines of different sizes and thickness To begin to use a combination of shapes Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	To begin to colour neatly within the lines <u>Printing</u> – Illuminated letters Use repeating or overlapping shapes. Use objects to create prints (e.g. fruit, vegetables or sponges) Press, roll, rub and stamp to make prints Mimic print from the environment. Artist study - Georgia O'Keeffe	To begin to use rolled up paper, straws, card as materials - To include lines and texture Collage – Sea scene Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.
DT	To begin to design products that have a clear purpose – bug hotel Use software to design Explore how products have been created. To use tools and materials to complete actions, e.g. cutting, joining and shaping. To build structures, exploring how they can be made stronger, stiffer and more stable.	To explore and evaluate a range of existing products. To begin to design products that have a clear purpose. - Make products, beginning to refine the design as work progresses. Explore objects and designs and begin to identify likes and dislikes of the designs. To use tools and materials to complete actions, E.g., cutting, joining and shaping. To evaluate their ideas and products against design criteria. To explore and use mechanisms (e.g., levers, sliders, wheels and axels) in their products				To prepare dishes based on the basic principles of a varied, balanced diet. To begin to understand where food comes from.
Jigsaw and PSHE	<u>Being Me in My World</u> I know how to use my Jigsaw Journal I feel special and safe in my class I understand the rights and responsibilities as a member of my class I know that I belong to my class I understand the rights	<u>Celebrating Difference</u> I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends. I can identify differences between people in my class	<u>Dreams and Goals</u> I can set simple goals. I can tell you about a thing I do well. I can set a goal and work out how to achieve it. I can tell you how I learn best. I understand how to work well with a partner.	<u>Healthy Me</u> I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. I feel good about myself when I make healthy choices.	<u>Relationships</u> I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.	<u>Changing Me</u> I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK. I can tell you some things about me that have changed and some things

	and responsibilities for being a member of my class I know how to make my class a safe place for everybody to learn I know my views are valued and can contribute to the Learning Charter I recognise how it feels to be proud of an achievement I can recognise the choices I make and understand the consequences I recognise the range of feelings when I face certain consequences I understand my rights and responsibilities within our Learning Charter I understand my choices in following the Learning Charter	I can tell you some ways I am different from my friends I can tell you what bullying is I understand how being bullied might feel I know some people who I could talk to if I was feeling unhappy or being bullied I can be kind to children who are bullied. I know how to make new friends I know how it feels to make a new friend I can tell you some ways I am different from my friends I understand these differences make us all special and unique	I can celebrate achievement with my partner. I can tackle a new challenge and understand this might stretch my learning. I can identify how I feel when I am faced with a new challenge. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.	I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices. I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe. I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly. I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.	I can identify what being a good friend means to me. I know how to make a new friend. I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me. I know who can help me in my school community. I know when I need help and know how to ask for it. I can recognise my qualities as person and a friend. I know ways to praise myself. I can tell you why I appreciate someone who is special to me. I can express how I feel about them.	about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not. I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates. I can identify the parts of the body that make boys different to girls and can use the correct names for these. I respect my body and understand which parts are private. I understand that every time I learn something new I change a little bit. I enjoy learning new things. I can tell you about changes that have happened in my life. I know some ways to cope with changes.
Computing	To begin to long on independently. To name the main parts of a computer and begin to describe their function. To begin to name some devices that contain computers. To begin to know and use the layout of a computer keyboard	To begin to long on independently To name some common uses of computers in everyday life in and beyond school. To begin to use technology to create digital content – eg Christmas card	To begin to know and use the layout of a computer keyboard To begin to use technology to create digital content.	To begin to recognise what is personal information and keep it private (safer internet) To begin to know where to go for help and support when they have concerns about content on the internet (safer internet) To begin to use technology to create digital content – eg poster	To begin to know that an algorithm is an instruction that can solve a problem To begin to know that algorithms can be followed by humans To begin to create simple algorithms with clear instructions	Coding

	To begin to use technology to create digital content – eg poster					
RE	Reflect on what is special to themselves and others Identify connections to religion and belief in the community Identify precious things for people of faith Explain how a person shows religion in their life talk about The lives of children from two different faith communities Say why religious people celebrate an important life event Think about what matters most in a religious ceremony, Including symbols and artefacts say why people of faith make promises Name some religious festivals and say how faith members celebrate them describe and explain some traditions linked to religious festivals Suggest reasons why festivals are important Talk about how stories are celebrated at different religious festivals		Describe different ways people may worship Recognise aspects of worship common to more than one faith Reflect on the importance of worship in the life of a believer Name the parts of two places of worship for different faiths Describe how the building and its artefacts are used in different ways Recognise and name the holy books of different faiths Retell a story from two different faiths and say what they mean for the believer Name some religious festivals and say how faith members celebrate them Describe and explain some traditions linked to religious festivals Suggest reasons why festivals are important Talk about how are stories celebrated at different religious festivals		Retell and suggest meanings for some religious and moral stories and say how they influence people today. Consider and make responses to big questions from different worldviews.	
Music	<u>Hey You! – Charanga Unit</u> How pulse, rhythm and pitch work together. Listening: Hey You! Musical Activities: Find the pulse Clapping rhythms Singing Playing instruments – C and G Improvise using the notes C and G Compose using simple melody using simple rhythms using C, D and E Perform and Share	<u>Rhythm in the Way We Walk and Banana Rap – Charanga Unit</u> Reggae Pulse, rhythm and pitch, rapping, dancing and singing. Listening: Rhythm in the Way We Walk and Banana Rap Musical Activities: Find the pulse Clapping rhythms Pitch Singing Perform and Share	<u>In the Groove – Charanga Unit</u> Blues, Baroque, Latin, Bhangra, Folk, Funk How to be in the groove with different styles of music. Listening: In the Groove Musical Activities: Find the pulse Clapping rhythms Singing Playing instruments – C and D Improvise using the notes C and D Compose using simple melody using simple rhythms using C, D and E Perform and Share	<u>Round and Round – Charanga Unit</u> Bossa Nova Pulse, rhythm and pitch in different styles of music. Listening: Round and Round Musical Activities: Find the pulse Clapping rhythms Pitch Singing and dancing Playing instruments – D, F and C Improvise using the notes D and E Perform and Share	<u>Your Imagination – Charanga Unit</u> Pop Using your imagination Listening: Your Imagination Musical Activities: Find the pulse Clapping rhythms Singing Playing instruments – C and G Improvise using the notes C and D Compose using simple melody using simple rhythms using C, D and E Perform and Share	<u>Reflect, Rewind and Replay – Charanga Unit</u> Classical The history of music, look back and consolidate your learning, learn some of the language of music. Listen and Appraise: Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvise using voices and instruments Composition Share and perform the learning that has taken place
PE	<u>Attack, defend, shoot (Unit 1)</u> To hit a target. To defend a target.	<u>Attack, defend, shoot (Unit 2)</u> To find our pulse on our wrist.	<u>Hit, catch, run (Unit 1)</u> To select a space to throw or roll a ball into. To track and collect a rolling ball.	<u>OAA</u> To follow simple instructions to complete a trail. To find matching symbols.	<u>Send and return (Unit 1)</u> To slide a beanbag to a target. To hit a ball in different ways with our hands.	<u>Run, jump, throw (Unit 1)</u> To start and stop moving at speed. To use our arms when running at different speeds.

	To roll and slide balls and beanbags. To shoot in a game to get points. To work with a partner to score points. To use our attacking and defending skills in a game. <u>Dance (Unit 1)</u> To show moods and feelings we would experience in the jungle. To move as if we are living in the jungle. To create and perform movements which show friendship. To perform leading and following movements. To perform a short dance with a clear start, middle and end. To use repeated actions in our dance.	To move side to side to defend the goal. To bounce a ball with control to ourselves. To aim at different targets. To adapt to a game with changing rules. To play in the best defensive position in a game. <u>Apparatus</u>	To catch a ball to stop an opponent from scoring. To use our hands to hit a ball. To run between bases to score points. To work as a team to score points. <u>Gymnastics (Unit 1)</u> To perform 3 'like actions' in a sequence. To carry and set up apparatus safely. To tense our muscles to hold different shapes. To jump high and far. To travel with good body tension. To create a short movement pattern.	To copy and create a hoop dance. To work with a partner to complete a hoop challenge. To recognise a drawn symbol as a real object. E.g. square = ball To use decision-making skills to hide equipment. <u>Apparatus</u>	To move towards a ball to return it. To work with a partner to stop and return a beanbag. What a rally is and rallying with a partner. To send a ball into space to make it harder for our opponent. <u>Dance (Unit 2)</u> To perform actions to well-known nursery rhymes. To march in time to the beat and to turn while marching. To march in time as a group. To perform actions in canon (one after the other). To perform a short dance using canon. To perform in rounds in different groups.	To take off on two feet to jump for distance. To use correct technique to throw different objects for distance. To show improvement in our throwing. To take part in a competition using running jumping and throwing skills. <u>Gymnastics (Unit 2)</u> To move on, off and over apparatus. To rock on different parts of the body. To perform spins and turns at different levels. To perform actions at the same time as the class (unison). To perform controlled actions at different times than others (canon). To create a sequence with a partner.
Gophers	Go on a bug hunt Learn and sing nursery rhymes Listen to a story everyday	Send a letter to someone – Father Christmas Make and share food from another culture – India	Play in the snow Care for the environment- Make a bird feeder Watch a chick hatch Look after an animal	Go on a treasure hunt Signs of seasons	Build a sandcastle Roll down a hill	Go on a nature walk Go bird watching Help someone else Watch a live performance
Visits and Visitors	Dinostar	Church Visit	The Deep	Jenny Eldred – Old Toys	Go on a nature walk Wonders of the World- Bettison's Folly	Picnic Visit to the beach Hornsea Inshore Rescue visit

Reading Spine Texts

	<u>Archaic Text</u>	<u>Non-Linear Time Sequences</u>	<u>Complexity of the Narrator</u>	<u>Complexity of the Plot/Symbol</u>	<u>Resistant Texts</u>	<u>Diversity Texts</u>
	The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.	A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back.	Books are sometimes narrated by an unreliable narrator- who doesn't understand and misperceives some of what happened, a madman out of touch with reality, multiple narrators, non-human narrators, multiple intertwined and apparently unrelated plot lines.	Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience	Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.	Texts which promote inclusion of people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
Year 1	Who has seen the wind? by Christina Rossetti (poem) 	Grandpa by John Burningham 	The Teddy Bear by David McPhail 	I do not mind you Winter Wind by Jack Prelutsky (poem) 	The Colour Monster by Anna Llenas 	Rama and Sita by Malachy Doyle 