

















|  |    |   |    |
|---|---|--|---|
| Purpose   | Form  | Audience   | Impact  |
| Narrate   | <p><b>How will the talk/writing be structured?</b> <i>e.g. letter, diary, email, blog, recipe, biography, illustrated story. Form will also inform a writer's language choices.</i></p> | <p><b>Who are we writing for?</b> <i>Writers adjust the tone and formality of the writing according to its audience. Authentic audiences lead to more motivated writers.</i></p> | <p><b>How will the reader feel or what might they do?</b> <i>e.g. happy, confused, informed, curious; will they know something new or have changed their opinion?</i></p> |
| Inform/describe   |   |  |   |
| Explain   |   |  |   |
| Persuade  |   |  |   |
| Discuss   |   |  |   |






### Guidance:






Narrative should be taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum or be integrated into a narrative unit.






- The purpose, form and audience can be tweaked to fit the chosen text or outcome.
- Where the form is 'short story', this could include alternative story endings, innovated stories or stories that continue on from those the children have read.
- The subject of non-fiction texts can be changed to match any aspect of the broader curriculum.
- The impact statement should make sense when preceded by: 'my reader will...'






|             |   | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|-------------|---|--|---|---|---|--|--|
| Year 1      | Theme   | <br><b>Into the woods</b>   | <br><b>Playtime</b>  | <br><b>Let's go outside!</b>  | <br><b>Land of Adventure</b>   | <br><b>Animal Magic</b>   | <br><b>A Royal Occasion</b>                               |
|             | Narrative   | <b>Traditional tales with predictable phrasing</b><br><b>P</b> to narrate<br><b>F</b> oral and written sentences<br><b>A</b> peers                                     | <b>Traditional tales with predictable phrasing</b><br><b>P</b> to narrate<br><b>F</b> a sequence of sentences<br><b>A</b> peers   | <b>Classic stories which reflect childhood experiences</b><br><b>P</b> to narrate<br><b>F</b> illustrated sentences, retelling the events of a story<br><b>A</b> school and families (display)<br><b>I</b> be entertained | <b>Traditional tales</b><br><b>P</b> to narrate<br><b>F</b> a retelling of a familiar traditional tale<br><b>A</b> peers<br><b>I</b> be entertained   | <b>Contemporary animal stories</b><br><b>P</b> to narrate<br><b>F</b> a short story which innovates on one that's been read<br><b>A</b> peers<br><b>I</b> be entertained     | <b>Stories with royal characters</b><br><b>P</b> to narrate<br><b>F</b> an original short story<br><b>A</b> peers<br><b>I</b> be entertained |
|             | Poetry  | <b>Seasonal poetry</b><br><b>P</b> to describe<br><b>F</b> class recital of a poem<br><b>A</b> school and families<br><b>I</b> feel happy, uplifted                    | <b>Playground rhymes and songs</b><br><b>P</b> to narrate/ describe<br><b>F</b> performance of poems learned by heart<br><b>A</b> younger children<br><b>I</b> have fun |   | <b>Performance poetry</b><br><b>P</b> to narrate<br><b>F</b> Whole class performance of a range of poems on a theme<br><b>A</b> school and families<br><b>I</b> be entertained                | <b>Animal poems</b><br><b>P</b> to describe<br><b>F</b> rhyming couplets about animals<br><b>A</b> school and families (display)<br><b>I</b> smile and laugh                 |  |
| Non-Fiction | <b>Information texts (human body)</b><br><b>P</b> to inform/ explain<br><b>F</b> captions and labels<br><b>A</b> peers<br><b>I</b> learn something new about the human body | <b>Information texts (toys and games)</b><br><b>P</b> to inform/ explain<br><b>F</b> sentences on a topic<br><b>A</b> peers<br><b>I</b> learn something new about toys | <b>Description/report of personal experience</b><br><b>P</b> to narrate<br><b>F</b> journal/diary<br><b>A</b> peers<br><b>I</b> understand someone's experiences        |   | <b>Instructions (how to care for an animal)</b><br><b>P</b> to explain<br><b>F</b> instruction manual<br><b>A</b> schools and families (display)<br><b>I</b> know how to look after an animal | <b>Information both real and imagined (royalty)</b><br><b>P</b> to inform/describe<br><b>F</b> character profile<br><b>A</b> peers<br><b>I</b> know how to recognise a royal |  |

|             |  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|-------------|--|--|--|---|--|---|--|
| Year 2      | Theme  | <br><b>Home Sweet Home</b>  | <br><b>Town and Country</b>   | <br><b>Anything Grows ...</b>   | <br><b>Fire! Fire!</b>  | <br><b>Worlds Apart</b>  | <br><b>Fun in the Sun</b>                                     |
|             | Narrative  | <b>1) Letters and postcards</b><br><b>P</b> to narrate / describe<br><b>F</b> letter or postcard<br><b>A</b> a story character<br><b>I</b> understand another's experiences  | <b>2) Traditional tales</b><br><b>P</b> to narrate<br><b>F</b> retold story<br><b>A</b> a story character<br><b>I</b> be entertained   | <b>3) Picture books</b><br><b>P</b> to narrate<br><b>F</b> illustrated story<br><b>A</b> famous author<br><b>I</b> be entertained   | <b>4) Alternative traditional tales</b><br><b>P</b> to narrate<br><b>F</b> short story<br><b>A</b> year 1<br><b>I</b> be surprised, entertained  | <b>5) Stories from a range of cultures</b><br><b>P</b> to narrate<br><b>F</b> short story<br><b>A</b> peers<br><b>I</b> understand more about other cultures  | <b>6) Simple chapter books</b><br><b>P</b> to narrate<br><b>F</b> chapter story<br><b>A</b> year 1<br><b>I</b> be entertained                    |
|             | Poetry   | <b>1) Counting/maths poems</b><br><b>P</b> to inform<br><b>F</b> rhyming poem<br><b>A</b> peers<br><b>I</b> remember number facts  |  | <b>2) Nature poems</b><br><b>P</b> to describe<br><b>F</b> descriptive, free-verse poem<br><b>A</b> school and families (display)<br><b>I</b> imagine a view, image or experience |  | <b>3) Rhymes and songs from around the world</b><br><b>P</b> to narrate/ describe<br><b>F</b> rhyming poems (performance)<br><b>A</b> school and families<br><b>I</b> imagine the experiences of others | <b>4) Seaside Poems</b><br><b>P</b> to narrate/ describe<br><b>F</b> descriptive poems (free verse)<br><b>A</b> peers<br><b>I</b> be entertained |
| Non-Fiction | <b>1) Instructions (recipes)</b><br><b>P</b> to explain<br><b>F</b> recipe<br><b>A</b> families<br><b>I</b> know how to cook something | <b>2) Information texts (different types of homes)</b><br><b>P</b> to inform/describe<br><b>F</b> class information book<br><b>A</b> visitors to the class/book corner<br><b>I</b> know more about different types of home | <b>3) Journals (seed growth)</b><br><b>P</b> to narrate/ inform<br><b>F</b> plant growth diary/journal<br><b>A</b> headteacher<br><b>I</b> understand germination and plant growth | <b>4) Instructions (safety in the home)</b><br><b>P</b> to explain<br><b>F</b> safety information booklet<br><b>A</b> families<br><b>I</b> know how to stay safe at home          | <b>5) Character profiles (famous people)</b><br><b>P</b> to inform/describe<br><b>F</b> character profile<br><b>A</b> school and families (display)<br><b>I</b> find out about famous people's lives | <b>6) Descriptions/spotters' guides</b><br><b>P</b> to describe/ explain<br><b>F</b> spotter's guide<br><b>A</b> peers<br><b>I</b> identify features and creatures at the seaside                       |  |

|             |  | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|-------------|--|--|---|---|---|--|---|
| Year 3      | Theme  | <br><b>Stones and...</b>  | <br><b>Funny Bones</b>   | <br><b>Disasters</b>   |   | <br><b>Ancient lands</b>  | <br><b>The Dark</b>  |
|             | Narrative  | <b>Historical stories (Stone Age)</b><br><b>P</b> to narrate<br><b>F</b> short story<br><b>A</b> peers<br><b>I</b> be entertained  | <b>Contemporary, humorous stories</b><br><b>P</b> to narrate<br><b>F</b> illustrated story<br><b>A</b> a famous author<br><b>I</b> laugh  | <b>Imagined recounts</b><br><b>P</b> to narrate<br><b>F</b> diary<br><b>A</b> myself<br><b>I</b> reflect on experiences   | <b>Short stories (disaster)</b><br><b>P</b> to narrate<br><b>F</b> short story or play<br><b>A</b> older children or reading buddies<br><b>I</b> be thrilled, excited | <b>Myths (quests)</b><br><b>P</b> to narrate/ explain<br><b>F</b> illustrated story<br><b>A</b> visitors to the class/book corner<br><b>I</b> be entertained | <b>Chapter stories</b><br><b>P</b> to narrate<br><b>F</b> chapter story<br><b>A</b> visitors to the school library<br><b>I</b> be scared                                |
|             | Poetry   | <b>Free verse</b><br><b>P</b> to describe<br><b>F</b> free verse poem<br><b>A</b> peers<br><b>I</b> be entertained   | <b>Christmas songs</b><br><b>P</b> to narrate/ describe<br><b>F</b> song (performance)<br><b>A</b> school/family<br><b>I</b> feel joy and happiness   | <b>Poetic form (haiku and tanka)</b><br><b>P</b> to describe<br><b>F</b> haikus and tanka<br><b>A</b> headteacher<br><b>I</b> imagine a place or experience                   |   | <b>Rhyming couplets</b><br><b>P</b> to describe<br><b>F</b> rhyming poems or story<br><b>A</b> peers<br><b>I</b> be entertained                              | <b>Poems on a theme (e.g. feelings)</b><br><b>P</b> to describe<br><b>F</b> free verse or rhyming poems<br><b>A</b> school and families (display)<br><b>I</b> empathise |
| Non-Fiction | <b>Information texts (Stone Age)</b><br><b>P</b> to inform/describe<br><b>F</b> class information book<br><b>A</b> visitors to the class/book corner<br><b>I</b> learn about the stone age | <b>Fact-files (Dinosaurs and fossils)</b><br><b>P</b> to inform/describe<br><b>F</b> fact-file<br><b>A</b> school and families (display)<br><b>I</b> know the difference between different dinosaurs | <b>Eyewitness accounts (including video and audio recordings)</b><br><b>P</b> to narrate/ inform<br><b>F</b> imagined eye-witness account of a real event<br><b>A</b> peers<br><b>I</b> imagine being at a historic event | <b>Instructions (Egyptians)</b><br><b>P</b> to explain<br><b>F</b> instruction<br><b>A</b> an ancient Egyptian<br><b>I</b> know how to embalm a body or other ancient rituals | <b>Persuasive language</b><br><b>P</b> to persuade<br><b>F</b> letter or email<br><b>A</b> family member<br><b>I</b> change their mind                                |  |   |

































|             |   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|-------------|---|--|--|---|---|--|--|
| Year 4      | Theme   | <br><b>World of Sport</b>   | <br><b>What's Eating You?</b>   | <br><b>Keen to be Green</b>  |   | <br><b>Eureka!</b>  | <br><b>Diversity</b>  |
|             | Narrative   | <b>Fables (Aesop)</b><br><b>P</b> to narrate / persuade<br><b>F</b> Fable<br><b>A</b> peers<br><b>I</b> be entertained, learn a moral lesson   | <b>Illustrated stories/picture books involving predators</b><br><b>P</b> to narrate<br><b>F</b> illustrated story<br><b>A</b> year 3<br><b>I</b> be entertained, shocked                               | <b>Short stories with a moral message (modern fables)</b><br><b>P</b> to narrate / explain<br><b>F</b> short story or play<br><b>A</b> peers<br><b>I</b> be entertained, learn a moral lesson | <b>Adventure stories</b><br><b>P</b> to narrate<br><b>F</b> short story (anthology)<br><b>A</b> visitors to the class/book corner<br><b>I</b> be thrilled | <b>Biography (real or imagined)</b><br><b>P</b> to narrate / inform<br><b>F</b> magazine article (class magazine)<br><b>A</b> peers<br><b>I</b> be entertained                                   | <b>Chapter stories</b><br><b>P</b> to narrate<br><b>F</b> chapter story<br><b>A</b> school and families (display)<br><b>I</b> be entertained, learn about others' personal experiences |
|             | Poetry  | <b>Free Verse (Olympics)</b><br><b>P</b> to inform/describe<br><b>F</b> free verse poem<br><b>A</b> school and families (display)<br><b>I</b> be entertained   | <b>Limericks</b><br><b>P</b> to narrate<br><b>F</b> limericks<br><b>A</b> school (performance)<br><b>I</b> laugh   | <b>Poems on a theme (environment)</b><br><b>P</b> to inform/describe<br><b>F</b> free verse or rhyming poems<br><b>A</b> headteacher<br><b>I</b> be entertained                               |   | <b>Odes (admired people/characters)</b><br><b>P</b> to describe<br><b>F</b> ode<br><b>A</b> visitors to the school library<br><b>I</b> appreciate a person, place or thing                       | <b>Poet study</b><br><b>P</b> to describe<br><b>F</b> poem<br><b>A</b> peers<br><b>I</b> be entertained  |
| Non-Fiction | <b>Biography (sporting heroes)</b><br><b>P</b> to inform/describe<br><b>F</b> magazine article<br><b>A</b> visitors to the school library<br><b>I</b> be inspired to become a sporting hero | <b>Information texts (predators and parasites)</b><br><b>P</b> to inform<br><b>F</b> class information book<br><b>A</b> visitors to the class/book corner<br><b>I</b> understand more about predators or parasites | <b>Advertising campaigns (environmental issues)</b><br><b>P</b> to persuade<br><b>F</b> posters, leaflets and radio/TV adverts<br><b>A</b> school community<br><b>I</b> want to support a worthy cause |   | <b>'How to' guides (inventions)</b><br><b>P</b> to explain<br><b>F</b> guidebook/webpage<br><b>A</b> peers<br><b>I</b> understand how to use/do something | <b>Information texts (evolution)</b><br><b>P</b> to inform/describe<br><b>F</b> class information book<br><b>A</b> visitors to the class/book corner<br><b>I</b> understand more about evolution |  |

|        |  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--------|--|--|---|--|---|---|--|
| Year 5 | Theme  | <br><b>Invaders</b> | <br><b>I Believe</b> | <br><b>Journeys</b> |   | <br><b>Space Odyssey</b> | <br><b>Displacement</b> |
|        | Narrative                                      | <b>Historical stories (Vikings/Anglo Saxons)</b>   | <b>Stories which explore modern day issues such as bullying</b>                                       | <b>Flashback</b>   | <b>Fiction from our literary heritage (journey stories)</b> | <b>Sci-fi</b>   | <b>Stories about displaced characters</b>  |
|        |  | <b>P</b> to narrate  | <b>P</b> to narrate / persuade  | <b>P</b> to narrate  | <b>P</b> to narrate   | <b>P</b> to narrate   | <b>P</b> to narrate / inform   |
|        | <b>F</b> saga (oral story)                     | <b>F</b> illustrated story   | <b>F</b> non-linear story   | <b>F</b> short story   | <b>F</b> short story or play                                | <b>F</b> chapter story  |  |
|        | <b>A</b> younger children                      | <b>A</b> headteacher   | <b>A</b> school and family (display)  | <b>A</b> peers   | <b>A</b> peers  | <b>A</b> visitors to the school library   |  |
|        | <b>I</b> be entertained                        | <b>I</b> be entertained  | <b>I</b> be entertained   | <b>I</b> be intrigued, feel excited  | <b>I</b> be thrilled, entertained                           | <b>I</b> be entertained, learn about others' personal experiences   |  |
|        | <b>Poetry</b>                                  | <b>Kenning</b>   |   | <b>Classic narrative poetry</b>  |   | <b>Poems with figurative language (Space)</b>   | <b>Modern narrative poetry (childhood experiences)</b>   |
|        | <b>P</b> to describe                           |  | <b>P</b> to narrate   | <b>P</b> to narrate  |   | <b>P</b> to describe  | <b>P</b> to narrate  |
|        | <b>F</b> kenning poems                         |  | <b>F</b> narrative poem   | <b>F</b> narrative poem  |   | <b>F</b> poem   | <b>F</b> narrative poem (performance)  |
|        | <b>A</b> school and families (display)         |  | <b>A</b> peers  | <b>A</b> peers   |   | <b>A</b> peers  | <b>A</b> peers   |
|        | <b>I</b> be entertained, amused                |  | <b>I</b> be entertained   | <b>I</b> be entertained  |   | <b>I</b> be entertained   | <b>I</b> have an insight into the lives of others  |
|        | <b>Non-Fiction</b>                             | <b>Information texts (mountains)</b>   | <b>Requests and complaints</b>  | <b>Information presented in a narrative style ('fact'ion)</b>  |   | <b>Newspaper reports (historical events/space race)</b>   | <b>Information texts (forces)</b>  |
|        | <b>P</b> to inform                             | <b>P</b> to persuade   | <b>P</b> to narrate   | <b>P</b> to narrate / inform   |   | <b>P</b> to inform / discuss  | <b>P</b> to inform / explain   |
|        | <b>F</b> class information book                | <b>F</b> email or letter   | <b>F</b> short story  | <b>F</b> short story   |   | <b>F</b> newspaper  | <b>F</b> factsheet   |
|        | <b>A</b> visitors to the class/book corner     | <b>A</b> whomever the correspondence is for  | <b>A</b> peers  | <b>A</b> peers   |   | <b>A</b> families   | <b>A</b> year 4  |
|        | <b>I</b> know more about the world's mountains | <b>I</b> change mind/grant request   | <b>I</b> understand more about a chosen topic   | <b>I</b> understand more about a chosen topic  |   | <b>I</b> understand more about the space race   | <b>I</b> know more about forces  |

|        |             | Autumn 1   | Autumn 2   | Spring 1  | Spring 2 | Summer 1  | Summer 2  |
|--------|-------------|--|--|---|----------|---|---|
| Year 6 | Theme       | <br><b>Fall Out</b>   | <br><b>Peace</b>  | <br><b>It's My Right</b>   |          | <br><b>It's a Mystery</b>  | <br><b>Portals</b>   |
|        | Narrative   | <b>War stories, part 1</b><br><b>P</b> to narrate<br><b>F</b> short story or play<br><b>A</b> peers<br><b>I</b> be shocked, entertained                  | <b>War Stories, part 2</b><br><b>P</b> to narrate<br><b>F</b> short story<br><b>A</b> school and families (display)<br><b>I</b> be entertained | <b>Biography</b><br><b>P</b> to narrate / inform<br><b>F</b> biography (anthology)<br><b>A</b> visitors to the school library<br><b>I</b> be entertained and better informed about the life of a famous activist    |          | <b>Mystery/ghost stories including classic fiction</b><br><b>P</b> to narrate<br><b>F</b> illustrated story<br><b>A</b> peers<br><b>I</b> feel frightened, be entertained   | <b>Fractured narrative (portal stories)</b><br><b>P</b> to narrate<br><b>F</b> chapter story<br><b>A</b> famous author<br><b>I</b> be entertained   |
|        | Poetry      | <b>Free verse (topic of choice)</b><br><b>P</b> to describe<br><b>F</b> free verse poem<br><b>A</b> peers<br><b>I</b> be entertained                     | <b>Song lyrics</b><br><b>P</b> to narrate / describe<br><b>F</b> song (performance)<br><b>A</b> school and families<br><b>I</b> be entertained |   |          | <b>Poetry (imagery)</b><br><b>P</b> to describe<br><b>F</b> poem<br><b>A</b> peers<br><b>I</b> be entertained, see vivid images of what is being described)   | <b>Narrative poetry</b><br><b>P</b> to narrate<br><b>F</b> narrative poem<br><b>A</b> headteacher<br><b>I</b> be entertained  |
|        | Non-Fiction | <b>Information texts (WW2)</b><br><b>P</b> to inform/describe<br><b>F</b> class information book<br><b>A</b> peers<br><b>I</b> Understand more about WW2 | <b>Debate (war)</b><br><b>P</b> to discuss<br><b>F</b> a debate (whole class)<br><b>A</b> peers<br><b>I</b> change their opinion               | <b>Speeches</b><br><b>P</b> to discuss / persuade<br><b>F</b> a speech<br><b>A</b> school community (video clips on website)<br><b>I</b> think about their own actions and how they might change to support a cause |          | <b>Magazines (hobbies and interests)</b><br><b>P</b> to inform / explain<br><b>F</b> whole class magazine<br><b>A</b> school and families (published magazine)<br><b>I</b> be entertained and learn something new | <b>Memoirs</b><br><b>P</b> to narrate<br><b>F</b> chapter book<br><b>A</b> school and families (display)<br>have happy memories of the authors once they have moved onto secondary school<br><b>I</b> |



## Themes and Icon Attribution

|        | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   |   |   |
|--------|---|--|---|--|---|---|
| Year 1 | <br><b>Into the woods</b><br>"Forrest" icon by Tippawan Sookruay, from <a href="#">The Noun Project</a>      | <br><b>Playtime</b><br>"toys" icon by Made by Made from <a href="#">The Noun Project</a>              | <br><b>Let's go outside!</b><br>"Outside" icon by DEMOGRAPH from <a href="#">The Noun Project</a>                               | <br><b>Land of Adventure</b><br>Mountains by Cono Studio Milano from <a href="#">The Noun Project</a>   | <br><b>Animal Magic</b><br>"Paw Print" icon by Alina Oleynik from <a href="#">The Noun Project</a>   | <br><b>A Royal Occasion</b><br>"crown design" icon by ProSymbols from <a href="#">The Noun Project</a> |
|        | <br><b>Home Sweet Home</b><br>"sweet home" icon by Nubaia Karim Barsha from <a href="#">The Noun Project</a> | <br><b>Town and Country</b><br>"buildings" icon by Made by Made from <a href="#">The Noun Project</a> | <br><b>Anything Grows ...</b><br>"growing plants" icon by Adam Beasley from <a href="#">The Noun Project</a>                    | <br><b>Fire! Fire!</b><br>"Flame" icon by Iga from <a href="#">The Noun Project</a>                     | <br><b>Worlds Apart</b><br>"world" icon by Guilherme Furtado, from <a href="#">The Noun Project</a>  | <br><b>Fun in the Sun</b><br>"Toys" icon by Smashicons from <a href="#">Flaticon</a>                   |
| Year 3 | <br><b>Stones and...</b><br>"rock pile" icon by Amanda Wray from <a href="#">The Noun Project</a>            | <br><b>Funny Bones</b><br>"Bone" icon by Smalllike from <a href="#">The Noun Project</a>              | <br><b>Disasters</b><br>"Natural Disasters" icon by Claudia Revalina from <a href="#">The Noun Project</a>                     | <br><b>Ancient lands</b><br>"treasure map" icon by Anthony Ledoux from <a href="#">The Noun Project</a> | <br><b>The Dark</b><br>"Night" icon by Guilherme Furtado from <a href="#">The Noun Project</a>       |   |
|        | <br><b>World of Sport</b><br>"Sports" icon by Minh Do from <a href="#">The Noun Project</a>                  | <br><b>What's Eating You?</b><br>"jaws" icon by Maria Zamchy from <a href="#">The Noun Project</a>    | <br><b>Keen to be Green</b><br>"environmental conservation" icon by Chanut is Industries from <a href="#">The Noun Project</a> | <br><b>Eureka!</b><br>"Idea" icon by MC from <a href="#">The Noun Project</a>                           | <br><b>Diversity</b><br>"combine" icon by Stephen Plaster from <a href="#">The Noun Project</a>      |   |
| Year 5 | <br><b>Invaders</b><br>"viking guy" icon by Christine M Winn from <a href="#">The Noun Project</a>         | <br><b>I Believe</b><br>"Brain" icon by suhyeon Jung from <a href="#">The Noun Project</a>          | <br><b>Journeys</b><br>"journey" icon by Anthony Ledoux from <a href="#">The Noun Project</a>                                | <br><b>Space Odyssey</b><br>"Space" icon by Made by Made from <a href="#">The Noun Project</a>        | <br><b>Displacement</b><br>"displacement" icon by yusuf kara from <a href="#">The Noun Project</a> |   |
|        | <br><b>Fall Out</b><br>"War" icon by Nithinan Tatah from <a href="#">The Noun Project</a>                  | <br><b>Peace</b><br>"Peace" icon by I Create Stuff from <a href="#">The Noun Project</a>            | <br><b>It's My Right</b><br>"Protest" icon by BomSymbols from <a href="#">The Noun Project</a>                               | <br><b>It's a Mystery</b><br>"Wanted" icon by Lee Mette from <a href="#">The Noun Project</a>         | <br><b>Portals</b><br>"portal" icon by Adrien Coquet from <a href="#">The Noun Project</a>         |   |