

Title: Where for Art thou? Text: Romeo and Juliet Film: Gnomeo and Juliet /Romeo and Juliet Song: Trip:								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total time
English Genre	The Black Dog	<p><b>Write a narrative (modern version)</b></p> <p>Draft and write by accurately précising longer passages</p> <p>-identifying the audience for and purpose of the writing, selecting the appropriate form</p> <p>-noting and developing initial ideas, drawing on reading and research where necessary</p> <p>-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p><b>Diary entry as Juliet or Romeo</b></p> <p>-identifying the audience for and purpose of the writing, selecting the appropriate form</p> <p>-noting and developing initial ideas, drawing on reading and research where necessary</p> <p>-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><b>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</b></p>	<p><b>Newspaper – fight on the streets of Verona</b></p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>-noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>--selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p><b>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</b></p>	<p><b>Alternative ending</b></p> <p><b>Distinguish between the language of speech and writing and choosing the appropriate register</b></p> <p>-identifying the audience for and purpose of the writing selecting the appropriate form</p> <p>- Integrate dialogue to convey character and advance the action</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p><b>Biography</b></p> <p>- noting and developing initial ideas, drawing on reading and research where necessary</p> <p>- using a wide range of devices to build cohesion within and across paragraphs.</p> <p>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><b>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.</b></p> <p><b>Use a thesaurus with confidence</b></p>	<b>Ultimate week</b>	63
English Grammar	Synonyms/antonyms – link to The Black Dog.  Use adjectives to describe characters.	<p><b>Focus on basic skills -</b></p> <p>Word classes – noun using expanded</p>	<p><b>Word classes – noun types/ noun phrases/expanded noun phrases. Understand the following terminology: Subject, object; active, passive; synonym,</b></p>	Verbs Modal verbs using modal verbs or adverbs to indicate degrees of possibility	Commas using commas to clarify meaning or avoid ambiguity in writing.	Apostrophes <b>Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation</b>		

		noun phrases to convey complicated information concisely	<b>antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</b> I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity		I can use brackets and can also use dashes or commas for the same purpose	precisely to enhance meaning and avoid ambiguity.		
English Reading (DR/DSR)		<b>Non fiction Usborne Shakespeare</b> 1) Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling  4) Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing  7) Read age-appropriate books, including whole novels, with confidence  9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning	<b>Non fiction Usborne Shakespeare</b> 1) Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling  4) Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing  7) Read age-appropriate books, including whole novels, with confidence  9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning  11) Participate in discussions about books that are read to him/her and those	<b>Fiction Orchard Macbeth</b> 1) Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling  4) Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing  5) Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books  6) Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart	<b>The Life and times of William Shakespeare – non-fiction. – the globe research.</b> 1) Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling  4) Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing  7) Read age-appropriate books, including whole novels, with confidence  9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning	<b>The Life and times of William Shakespeare – non-fiction. – the globe research.</b> 1) Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling  4) Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing  7) Read age-appropriate books, including whole novels, with confidence  9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning		

		<p>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p> <p>13) Provide reasoned justifications for his/her views</p>	<p>that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p> <p>13) Provide reasoned justifications for his/her views</p>	<p>7) Read age-appropriate books, including whole novels, with confidence</p> <p>9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</p> <p>10) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p> <p>13) Provide reasoned justifications for his/her views</p>	<p>10) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p> <p>13) Provide reasoned justifications for his/her views</p>	<p>10) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p> <p>13) Provide reasoned justifications for his/her views</p>		
English Spelling	Challenge words Linked to year 5&6 spelling words. <b>Spell most of the year 5 and 6 words correctly</b>	Challenge words Linked to year 5&6 spelling words.	Challenge words Linked to year 5&6 spelling words. <b>Spell most of the year 5 and 6 words correctly</b>	Challenge words Linked to year 5&6 spelling words. <b>Spell most of the year 5 and 6 words correctly</b>	Challenge words Linked to year 5&6 spelling words. <b>Spell most of the year 5 and 6 words correctly.</b>	Challenge words Linked to year 5&6 spelling words. <b>Spell most of the year 5 and 6 words correctly</b>		

	<p>Year 5 spelling targets that need to be covered. I can spell some words with 'silent' letters e.g. knight, psalm, solemn Words spelled ie after c.</p> <p>Words with 'ee' spelt 'ie' after c</p> <p>I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough Homophons or near homophones</p>	<b>Spell most of the year 5 and 6 words correctly</b>						
Maths	<p>Read and write decimal numbers as fractions e.g. <math>0.71 = 71/100</math>.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Place value including decimals Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p>	<p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Place value Rounding Negative numbers</p>	<p>Addition and subtraction. Perform mental calculations with mixed operations to carry out calculations involving the four operations</p>	<p>Multiplication inc squares, primes etc Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p>	<p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p>	<p>Problem solving and reasoning (measures). Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p>		30
Science	<p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>WALT use scientific symbols.</p>	<p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>WALT investigate circuits.</p>	<p>Potato circuits</p> <p>WALT work scientifically..</p>	<p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. WALT understand how we see. Recognise that light appears to travel in straight lines. WALT investigate how light travels.</p>	<p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye/why shadows have the same shape as the objects that cast them. STEM down to earth colour</p>	<p>Lighting the scene in a box.</p>		10

ICT	E-Safety: Use technology respectfully and responsibly	E-Safety: Use technology respectfully and responsibly	E-Safety: Use technology respectfully and responsibly	E-Safety: Identify a range of ways to report concerns about content and contact in and out of school	E-Safety: Identify a range of ways to report concerns about content and contact in and out of school	E-Safety: Identify a range of ways to report concerns about content and contact in and out of school		
History		<a href="#">Link to Elizabethan period incorporated with English.</a>  I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.						
Geography								
Art		DT and Art linked this term.	Use different techniques, colours and textures when designing an dmaking pieces of work and explain their choices. Create intricate patterns by simplifying and modifying sketchbook designs.					1
DT		Generate , develop, model and communicate his/her ideas through discussion, annotated sketches and diagrams.	Use research into famous designers and inventors to inform his/her design.	Use a wide range of methods to strengthen, stiffen and reinforce structures.	Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.			6
RE		The story of Hinduism	The story of Hinduism	The story of Hinduism	The story of Hinduism	The story of Hinduism		5
Music			Listen with attention to detail and recall sounds with increasing	Appreciate and understand a wide range of high quality live and recorded		Develop a deeper understanding of the history and context of music.		3

			aural memory and accuracy.	music drawn from different traditions.				
PE + Forest School + Swimming	<p><b>Social Skills</b></p> <p>Level 6 -I can involve others and motivate those around me to perform better.</p> <p>Level 5- I can negotiate and collaborate appropriately.</p> <p>I can give and receive sensitive feedback to improve myself and others.</p> <p><b>Fundamental skills – Dynamic balance on a line.</b> Balance walking on a straight line progress to lunging and then with eyes closed.</p> <p><b>Games – River Cross,</b> Team activity encouraging pupils to take responsibility of teams actions and giving positive feedback to peers.</p>	<p><b>Social Skills</b></p> <p><b>Fundamental skills – Counter balance.</b> Perform a variety of paired balances progressing in difficulty.</p> <p>Focus on body tension and body shape.</p> <p><b>Games – River Cross,</b> Team activity encouraging pupils to take responsibility of teams actions and giving positive feedback to peers.</p> <p>Positive comments before improvement feedback.</p>	<p><b>Social Skills</b></p> <p><b>Fundamental skills - Dynamic balance and counter balance.</b></p> <p>Use long strides to move from stepping stone to stepping stone.</p> <p>Counter balance with other teammates to help you get across the river.</p> <p>Consider size and weight differences when counter balancing.</p> <p><b>Games – River Cross,</b> Team activity. Encourage active listening to others opinion</p> <p>Combination of praise and positive body language to encourage team mates.</p>	<p><b>Social Skills</b></p> <p><b>Fundamental skills - Dynamic balance on a line.</b> Balance walking on a straight line progress to lunging and then with eyes closed.</p> <p><b>Games – Kabadi,</b> - Invade opponents zone keeping own tag belt. Collect opponents tag belts into hoops.</p> <p>Encourage to take turn to talk and listen to others opinions. Ensure all members involved.</p>	<p><b>Social Skills</b></p> <p><b>Fundamental skills - Counter balance.</b> Perform a variety of paired balances progressing in difficulty.</p> <p>Focus on body tension and body shape.</p> <p><b>Games – Kabadi</b></p> <p>Encourage to give clear, concise instructions</p> <p>Positive feedback before improvement feedback.</p>	<p><b>Social Skills</b></p> <p><b>Fundamental skills - Dynamic balance and counter balance.</b></p> <p>Use long strides to move from stepping stone to stepping stone.</p> <p>Counter balance with other teammates to help you get across the river.</p> <p>Consider size and weight differences when counter balancing.</p> <p><b>Games – Kabadi</b></p> <p>Encourage to give clear, concise instructions</p> <p>Positive feedback before improvement feedback.</p>		12
PSHE	<p>Being me in my world Link PSHE to recovery week book – The Black Dog.</p> <p>Identify goals. Understand fears and worries</p>	<p>Being me in my world</p> <p>Understand universal rights for children</p> <p>I can give some examples of people in my country who have different lives to mine.</p>	<p>Being me in my world</p> <p>Understand how my actions affect others</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to</p>	<p>Being me in my world</p> <p>Make choices</p>	<p>Being me in my world</p> <p>Understand the impact of behaviour on a group</p> <p>I can tell you why being part of a community is positive and why it is important</p>	<p>Being me in my world</p> <p>Understand democracy</p> <p>I can tell you why being part of a community is positive and why it is important that the</p>		6

	<p>I can give some examples of people in my country who have different lives to mine.</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community</p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community</p>	<p>try and make the school and the wider community a fair place.</p>		<p>that the community is a fair one.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p>I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/ or from a community context.</p>	<p>community is a fair one.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p>I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/ or from a community context.</p>		
PHSE - Jigsaw recovery package	<p><b>Coming together again</b>  <b>identify what could help manage returning to school after a long absence</b></p>	<p><b>Coronavirus understand that the Coronavirus is a new virus and the ways that it can be spread from person to person</b>  <b>identify ways to keep myself and others safe from the Coronavirus in school and in the Community.</b></p>	<p><b>Belonging and feeling safe.</b>  <b>identify ways that I can feel safe and that I belong at school.</b>  <b>recognise what it can feel like to belong and to feel safe, and what to do if I don't feel safe.</b>  <b>Reconnecting with friends.</b>  <b>identify different way of showing my appreciation for my friends and classmates</b>  <b>be a good friend and enjoy my friendships even though we have to play differently at the moment.</b></p>	<p><b>Being positive and looking forward to learning.</b>  <b>identify some ways to make the most of my learning</b>  <b>recognise my feelings and understand what it is like to feel positive.</b>  <b>Managing worries and fears.</b>  <b>identify my worries and fears and how I can help myself</b>  <b>.recognise my difficult feelings and know some ways to manage them better..</b></p>	<p><b>Gratitude and appreciation for KS2</b>  identify some ways to show my appreciation for myself and others  .recognise my feelings of gratitude and appreciation and how I can store them.</p> <p><b>Loss and bereavement.</b>  This should include different types of loss – loss of friendships/time with friends and family etc.  know how people might express and manage grief and bereavement.  explain the feelings I might experience if I lose somebody special.</p>	<p><b>The year ahead</b>  identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class  know how to prepare myself emotionally for the changes next year.  <b>Unexpected changes.</b>  deal with challenges and changes  know how to prepare myself emotionally for the changes next year</p>		
MFL		French	French	French	French	French		3
IDEAS								

TRIPS/ VISITORS		Big Foot						
TOTAL TIME								139