

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Total time
English Genre	<p>Descriptive Writing</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly</p> <p>4 Hours</p>	<p>Diary Entry</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly</p> <p>4 Hours</p>	<p>Letter Writing</p> <p>Plan his/her writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>4 Hours</p>	<p>Story Writing</p> <p>Plan his/her writing of narratives</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p> <p>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p> <p>4 Hours</p>	<p>Newspaper Report</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p> <p>4 Hours</p>	<p>Instructions</p> <p>Plan his/her writing.</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>4 hours</p>	
English Grammar	<p>Relative Pronouns</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p>	<p>Relative Clauses</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p>	<p>Semi Colons</p> <p>In prep for year 6</p> <p>30 Mins</p>	<p>Colons</p> <p>In prep for year 6</p> <p>30 Mins</p>	<p>Bullet Points</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings,</p>	<p>Hyphens</p> <p>30 Mins</p>	

	30 Mins	- 30 Mins			bullet points, underlining		
					30 Mins		
English Reading (DR/DSR)	Predicting – Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied	Clarifying – Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context	Summarising Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices	Questioning Understand what he/she reads by asking questions to improve his/her understanding of complex texts	Making Connections	Summarising/ Evaluating Book Review Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices	
English Spelling	Homophones	Homophones	Homophones	Challenge Words	Prefix Hyphens	Revision	

				Spell some of the year 5 and 6 words correctly (English Appendix 1)			
Maths	<p>Properties of Shape Identify lines of symmetry in 2-D shapes presented in different orientations Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p>	<p>Properties of Shape Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p>	<p>Position and Direction Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p>	<p>Position and Direction Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p>	<p>Statistics Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Solve comparison, sum and difference problems using information presented in a line graph</p> <p>Complete, read and interpret information in tables, including timetables</p>	<p>Statistics Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Solve comparison, sum and difference problems using information presented in a line graph</p> <p>Complete, read and interpret information in tables, including timetables</p>	
Science Forces	<p>Human Changes – This will be covered through PSHE</p>	<p>Human Changes – This will be covered through PSHE</p>	<p>Life cycles of mammals Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of</p>	<p>Life cycles of Mammals Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of</p>	<p>Life cycles of Amphibians Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of</p>	<p>Reproduction Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of</p>	

	<p>Create own learning plan and revise when necessary. Accept critical feedback and make changes.</p> <p>See all new challenges as opportunities to learn and develop. Recognise our strengths and weaknesses and set myself appropriate targets.</p> <p>Cope well and react positively when things become difficult. Persevere with a task and improve my performance though regular practice.</p> <p>Skills: Coordination- sending and receiving. Agility- ball chasing. Game- throlf and scatterball.</p>	<p>Create own learning plan and revise when necessary. Accept critical feedback and make changes.</p> <p>See all new challenges as opportunities to learn and develop. Recognise our strengths and weaknesses and set myself appropriate targets.</p> <p>Cope well and react positively when things become difficult. Persevere with a task and improve my performance though regular practice.</p> <p>Skills: Coordination- sending and receiving. Agility- ball chasing. Game- throlf and scatterball.</p>	<p>Create own learning plan and revise when necessary. Accept critical feedback and make changes.</p> <p>See all new challenges as opportunities to learn and develop. Recognise our strengths and weaknesses and set myself appropriate targets.</p> <p>Cope well and react positively when things become difficult. Persevere with a task and improve my performance though regular practice.</p> <p>Skills: Coordination- sending and receiving. Agility- ball chasing. Game- throlf and scatterball.</p>	<p>Create own learning plan and revise when necessary. Accept critical feedback and make changes.</p> <p>See all new challenges as opportunities to learn and develop. Recognise our strengths and weaknesses and set myself appropriate targets.</p> <p>Cope well and react positively when things become difficult. Persevere with a task and improve my performance though regular practice.</p> <p>Skills: Coordination- sending and receiving. Agility- ball chasing. Game- throlf and scatterball.</p>	<p>Create own learning plan and revise when necessary. Accept critical feedback and make changes.</p> <p>See all new challenges as opportunities to learn and develop. Recognise our strengths and weaknesses and set myself appropriate targets.</p> <p>Cope well and react positively when things become difficult. Persevere with a task and improve my performance though regular practice.</p> <p>Skills: Coordination- sending and receiving. Agility- ball chasing. Game- throlf and scatterball.</p>	<p>Create own learning plan and revise when necessary. Accept critical feedback and make changes.</p> <p>See all new challenges as opportunities to learn and develop. Recognise our strengths and weaknesses and set myself appropriate targets.</p> <p>Cope well and react positively when things become difficult. Persevere with a task and improve my performance though regular practice.</p> <p>Skills: Coordination- sending and receiving. Agility- ball chasing. Game- throlf and scatterball.</p>	
<p>PSHE</p> <p>(2 lessons from the relationships piece to be done – see LTP term 4)</p>	<p>Jigsaw – Changing Me</p> <p>I can identify some changes that happen to girls' and boys' bodies during puberty</p>	<p>Jigsaw – Changing Me</p> <p>I know my body will change during puberty and I can tell you how I feel about that</p>	<p>Jigsaw – Changing Me</p> <p>I can describe how boys' and girls' bodies change during puberty</p>	<p>Jigsaw – Changing Me</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>	<p>Jigsaw – Changing Me</p> <p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time; I can consider how these changes will affect me and prepare myself for</p>	<p>Jigsaw – Changing Me</p> <p>I can consider how these changes will affect me and prepare myself for the feelings I may experience</p>	

