

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Total time
English Genre	<p>Report – deforestation</p> <p>Draft and write by accurately précisising 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>Diary entry from Greta</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>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>	<p>Letter to Giants – persuading</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form</p> <p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>	<p>Newspaper Article – protest</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>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).</p>	<p>Biography - Greta</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>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.</p> <p>Use a thesaurus with confidence</p>	<p>Formal letter to environmental agency</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>Use a thesaurus with confidence</p>	63
English Grammar	<p>Editing skills</p> <p>-proofread for spelling and punctuation errors</p>	<p>Editing skills speech punctuation</p> <p>proofread for spelling and punctuation errors</p>	<p>Apostrophes</p> <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>Passive and active voice</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-</p>	<p>Prepositions</p> <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>Subjunctive form</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or</p>	

				colon, bulletpoints. (Vocabulary, Grammar and Punctuation) 6		'Were they to come' in some very formal writing and speech.	
English Reading (DR/DSR)	<p>1) Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p> <p>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</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>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</p>	<p>1) Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p> <p>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</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>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</p>	<p>1) Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p> <p>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</p> <p>5) Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books</p> <p>6) Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart</p> <p>7) Read age-appropriate books, including whole novels, with confidence</p> <p>9) Understand what he/she reads by identifying how</p>	SATS week (no DR)	<p>1) Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p> <p>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</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>1) Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p> <p>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</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>	

	courteously and with clear reasoning 13) Provide reasoned justifications for his/her views	courteously and with clear reasoning 13) Provide reasoned justifications for his/her views	language, structure and presentation contribute to meaning 10) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 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 13) Provide reasoned justifications for his/her views		I can talk about why authors use language, including figurative language, and the impact it has on the reader 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 13) Provide reasoned justifications for his/her views	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 13) Provide reasoned justifications for his/her views	
English Spelling	Distinguish between homophones and other words which are often confused	Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'	Spelling Rules: Words with a 'soft c' spelled /ce/.	Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	Spelling Rules: Words with the /f/ sound spelled ph.	Spelling Rules: Words with origins in other countries	
Maths	<p style="text-align: center;">Algebra</p> <p>Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p>		<p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes.</p>	<p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> <p>Measures – volume, angles -Compare and classify geometric shapes</p>	-Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.	<p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate and interpret the mean as an average.</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p>	30

			<p>Estimate volume e.g. using 1cm³ blocks to build cuboids (including cubes) and capacity e.g. using water.</p> <p>Measures – area and perimeter Recognise that shapes with the same areas can have different perimeters and vice versa. -Recognise when it is possible to use formulae for area and volume of shapes. -Calculate the area of parallelograms and triangles. -Calculate, estimate and</p>	<p>based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. -Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles - Draw 2-D shapes using given dimensions and angles</p>		<p>Complete, read and interpret information in tables, including timetables.</p>	
Science	<p>Identify traits or characteristics passed from one generation of species to the next, going on to consider ways in which variation occurs in offspring. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Learning about the ways in which random mutations result in variations from one generation to the next. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p>What happens if new variations spread through a population over several generations. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Look into Darwin theory of Evolution - particularly the finches on the Galápagos Islands – write a non chron report. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Best Beak Investigation identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Learn how evidence of evolution found in the fossil record. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>	<p>Identify traits or characteristics passed from one generation of species to the next, going on to consider ways in which variation occurs in offspring. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Learning about the ways in which random mutations result in variations from one generation to the next. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	10
ICT	E-Safety: Use technology	E-Safety: Use technology	E-Safety: Use technology	E-Safety: Identify a range of ways to report	E-Safety: Identify a range of ways to report	E-Safety: Identify a range of ways to report concerns	

	respectfully and responsibly	respectfully and responsibly	respectfully and responsibly	concerns about content and contact in and out of school	concerns about content and contact in and out of school	about content and contact in and out of school	
History	Link to Elizabethan period incorporated with English. 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	Sikh Worship and Community	Sikh Worship and Community	Sikh Worship and Community	Sikh Worship and Community	Sikh Worship and Community	Sikh Worship and Community	5
Music			Listen with attention to detail and recall sounds with increasing aural memory and accuracy.	Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions.		Develop a deeper understanding of the history and context of music.	3
PE	Social Skills	Social Skills Fundamental skills – Counter balance.	Social Skills Fundamental skills -	Social Skills Fundamental skills - Dynamic balance on a	Social Skills Fundamental skills -	Social Skills	12

<p>+ Forest School</p> <p>+ Swimming</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>Fundamental skills – Dynamic balance on a line. Balance walking on a straight line progress to lunging and then with eyes closed.</p> <p>Games – River Cross, Team activity encouraging pupils to take responsibility of teams actions and giving positive feedback to peers.</p>	<p>Perform a variety of paired balances progressing in difficulty.</p> <p>Focus on body tension and body shape.</p> <p>Games – River Cross, 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>Dynamic balance and counter balance.</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>Games – River Cross, Team activity. Encourage active listening to others opinion</p> <p>Combination of praise and positive body language to encourage team mates.</p>	<p>line. Balance walking on a straight line progress to lunging and then with eyes closed.</p> <p>Games – Kabadi, - 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>Counter balance. Perform a variety of paired balances progressing in difficulty.</p> <p>Focus on body tension and body shape.</p> <p>Games – Kabadi</p> <p>Encourage to give clear, concise instructions</p> <p>Positive feedback before improvement feedback.</p>	<p>Fundamental skills - Dynamic balance and counter balance.</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>Games – Kabadi</p> <p>Encourage to give clear, concise instructions</p> <p>Positive feedback before improvement feedback.</p>	
<p>PSHE</p>	<p>Dreams and Goals</p> <p>I can tell you about my dreams and goals and also some that young people from different cultures might have.</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can explain why the dreams and goals of young people from different cultures might be different</p>	<p>Dreams and Goals</p> <p>I can tell you about my dreams and goals and also some that young people from different cultures might have.</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can explain why the dreams and goals of young people from different cultures might be different</p>	<p>Dreams and Goals</p> <p>I can tell you how I feel about my dreams and goals.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>I can evidence how I may have different opportunities and life chances compared to some young people and</p>	<p>Dreams and Goals</p> <p>I can tell you how I feel about my dreams and goals.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p>	<p>Dreams and Goals</p>	<p>Dreams and Goals</p>	<p>6</p>

	from my own and give reasons for this	from my own and give reasons for this	can say how I feel about this.				
MFL	French	French	French	French	French	French	3
IDEAS							
TRIPS/ VISITORS							
TOTAL TIME							139