

<p>Title: The Great War Text: - 'War Game' Michael Forman . Other ideas: 'Respect' Michaela Morgan, 'Walter Tull's scrapbook' Michaela Morgan. Links: Walter Tull https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zbgxbdms https://www.bbc.co.uk/bitesize/clips/zbdq6sg https://www.bbc.co.uk/sport/football/43504448 https://www.youtube.com/watch?v=vUuWrNnA9bA Song: WW1 songs Trip:</p>								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Total time
English Genre	<p>Albert's Diary -identifying the audience for and purpose of the writing, selecting the appropriate form -noting and developing initial ideas, drawing on reading and research where necessary -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Argument Working animals -precising longer passages -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -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>Formal letter -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 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. (Composition) 6 -</p>	<p>Description -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Letters home -identifying the audience for and purpose of the writing, selecting the appropriate form Distinguish between the language of speech and writing and choosing the appropriate register. Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p>	<p>Non chron report WW1 women report -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] --precising longer passages -using a wide range of devices to build cohesion within and across paragraphs Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</p>		63
English Grammar	<p>Past perfect tense. The present and past tenses correctly and consistently, including the progressive form</p>	<p>Past progressive tense. The present and past tenses correctly and consistently, including the progressive form</p>	<p>Prepositions Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>Targeted revision focussed on areas of weakness. Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>Targeted revision focussed on areas of weakness. Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>Targeted revision focussed on areas of weakness. Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>		
English Reading (DR/DSR)	<p>DR linked to WW1 text SATs preparation 1) Read aloud and understand the meaning of new</p>	<p>DR linked to WW1 text SATs preparation 1) Read aloud and understand the meaning of new</p>	<p>DR linked to WW1 text SATs preparation 1) Read aloud and understand the meaning of new</p>	<p>DR linked to WW1 text SATs preparation 1) Read aloud and understand the meaning of new</p>	<p>DR linked to WW1 text SATs preparation 1) Read aloud and understand the meaning of new</p>	<p>DR linked to WW1 text SATs preparation 1) Read aloud and understand the meaning of new</p>	1) Read aloud and understand the meaning of new words that he/she meets linked to the	

<p>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 courteously and with clear reasoning</p> <p>13) Provide reasoned justifications for his/her views</p>	<p>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) 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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 language, structure and presentation contribute to meaning</p> <p>10) Discuss and evaluate how authors use language, including</p>	
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English Spelling	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically Spelling Shed Spelling Rules: Words with unstressed vowel sounds.	Spelling Shed Spelling Rules: Words with endings /shuhl/ after a vowel letter.	Spelling Shed Spelling Rules: Words with endings /shuhl/ after a consonant letter.	Spelling Shed Spelling Rules: Words with the common letter string 'acc' at the beginning of words.	Spelling Shed Spelling Rules: Words ending in '-ably.'	Spelling Shed Spelling Rules: Words ending in '-ible'		
Maths	Time 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 3 decimal places	Calculations – probsolving/reasoning solve number and practical problems that involve place value. perform mental calculations, including with mixed operations and large numbers solve problems involving addition, subtraction, multiplication and division	Calculations – probsolving/reasoning solve number and practical problems that involve place value. perform mental calculations, including with mixed operations and large numbers solve problems involving addition, subtraction, multiplication and division	FDP use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions >1 add and subtract fractions with different denominators and mixed numbers, using	FDP use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions >1 add and subtract fractions with different denominators and mixed numbers, using	Targeted revision (changeable) FDP, Measures, Calculation (multi-step) time data, Algebra		30

				the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$] solve problems which require answers to be rounded to specified degrees of accuracy solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison	the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$] solve problems which require answers to be rounded to specified degrees of accuracy solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison			
Science								
ICT	Coding Include use of sequences, selection and repetition with the hardware used to explore real world systems	Coding Solves problems by decomposing them into smaller parts	Coding Create programs which use variables	Coding Use variables, sequence, selection, and repetition in programs	Coding Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently	Coding Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently		
History	The Start of WW1 Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066		WW1 working animals – link to English argument writing with evidence. -Make confident use of a variety of sources for independent research. -Note connections, contrasts and trends over time and show developing appropriate use of historical terms I can describe a study of an aspect or theme in British history beyond 1066 I can make confident use of a variety of	Trenches Non chron report - -Make confident use of a variety of sources for independent research. -Note connections, contrasts and trends over time and show developing appropriate use of historical terms I can describe a study of an aspect or theme in British history beyond 1066 I can make confident use of a variety of sources for independent research	Soldier uniform -Make confident use of a variety of sources for independent research. -Note connections, contrasts and trends over time and show developing appropriate use of historical terms I can describe a study of an aspect or theme in British history beyond 1066 I can address and sometimes devise historically valid questions about	Local Case study Research local links to the war. Describe a local history study. I can describe a study of an aspect or theme in British history beyond 1066 I can make confident use of a variety of sources for independent research		6

			sources for independent research I can use evidence to support arguments	I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.	change, cause, similarity and difference, and significance			
Geography	Use maps. Atlases, globes and digital mapping to locate countries and describe features studied.		WW1 countries .Locate the world's countries using maps to focus on Europe (inc Russia) ...					6
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America					
Art		Horse Sketching look at artwork of George Stubbs, learning sketching techniques. -Learn about great artists, architects and designers in history - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials .	Horse Sketching look at artwork of George Stubbs, learning sketching techniques. -Learn about great artists, architects and designers in history - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials .	Horse Sketching look at artwork of George Stubbs, learning sketching techniques. -Learn about great artists, architects and designers in history - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials .				
DT								
RE	Expressing Faith through the arts	Expressing Faith through the arts	Expressing Faith through the arts	Expressing Faith through the arts	Expressing Faith through the arts	Expressing Faith through the arts	Expressing Faith through the arts	
Music		WW1 songs research and composition. -Sing as part of an ensemble with full confidence and precision. -Develop a deeper understanding of the history and context of music. -Appreciate and understand a wide range of high-quality live and recorded	WW1 songs research and composition. -Sing as part of an ensemble with full confidence and precision. -Develop a deeper understanding of the history and context of music. -Appreciate and understand a wide range of high-quality live and recorded	WW1 songs research and composition. -Sing as part of an ensemble with full confidence and precision. -Develop a deeper understanding of the history and context of music. -Appreciate and understand a wide range of high-quality live and recorded				3

		music drawn from different traditions and from great composers and musicians.	music drawn from different traditions and from great composers and musicians.	music drawn from different traditions and from great composers and musicians.				
PE + Forest School + Swimming	<p>Physical Skills</p> <p>Level 6-I can effectively transfer skills and movements across a range of activities and sports.</p> <p>I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>Level 5- I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations.</p> <p>Fundamental skills – Dynamic balance to agility Jumping and landing with two-feet progress to include 180 turn and perform on bench with ball</p> <p>Games – Jump Ball, in teams knock opponents target ball off.</p>	<p>Physical Skills</p> <p>Fundamental skills – Static balance One leg balance progress to placing cones around the clock whilst keeping balance</p> <p>Use core muscles, arms and smooth movement to keep balance.</p> <p>Games – Jump ball</p>	<p>Physical Skills</p> <p>Fundamental skills – Game Skills Combine a range of different jumps at speed with controlled landings.</p> <p>Games – Jump ball</p> <p>Try to combine and control jumps with throws to extend yourself.</p> <p>Use movements and skills that will help your team defend as well as attack.</p>	<p>Physical Skills</p> <p>Fundamental skills – Dynamic balance to agility Jumping and landing with two-feet progress to include 180 turn and perform on bench with ball</p> <p>Games – Jump, Roll, Balance</p> <p>Children progress through the moves once they are successful in performing them, as decided by self reflection, peer review or teacher assessment</p>	<p>Physical Skills</p> <p>Fundamental skills – Static balance One leg balance progress to placing cones around the clock whilst keeping balance</p> <p>Use core muscles, arms and smooth movement to keep balance.</p> <p>Games – Jump, Roll, Balance</p> <p>Consider how you can use movements and sequences learned from previous lessons within your performance.</p>	<p>Physical Skills</p> <p>Fundamental skills – Dynamic Balance to Agility and 1 Leg Balance</p> <p>Focus on keeping in balance and controlling landings and shapes.</p> <p>Try to make one movement flow into the next.</p> <p>Games – Jump, Roll, Balance</p> <p>Agree on what an accurate movement should look like and judge performance against this.</p> <p>Consider how you can use movements and sequences learned from previous lessons within your performance.</p>		14
PSHE	Healthy Me Food	Healthy Me Drugs	Healthy Me Alcohol	Healthy Me Emergency Aid	Healthy Me Emotional and Mental Health	Healthy Me Managing Stress		3

	I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I can tell you how substance misuse has an unhealthy impact on the body and mind. I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.	I can evaluate when alcohol is being used responsibly, anti-socially or being misused I can tell you how substance misuse has an unhealthy impact on the body and mind. I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.	I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness I can tell you how I try to keep myself emotionally healthy. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.	I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse I can tell you how I try to keep myself emotionally healthy. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.		
MFL								
IDEAS								
TRIPS/ VISITORS								
TOTAL TIME	Any remaining time will be spent doing SATs revision and interventions.							135