

Title: The Great War Text: Warhorse Film: Song: Trip: Chessington								
	Mixed Genre	Mixed Genre	Mixed Genre	SATs week	WORLD			Total time
English Genre	<p>Moderation Prep – Greek Myth Narrative – rewrite of the Cyclops.</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -precising longer passages 	<p>Moderation Prep – Formal letter</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>	<p>Editing</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others’ writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing 		<p>Persuasive writing – Mr Morris letter to not stop Chessington trips</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -using a wide range of devices to build cohesion within and across paragraphs. 			
English Grammar	<p>Perfect/progressive using the perfect form of verbs to mark relationships of time and cause</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 'Were they to come' in some very formal writing and speech.</p>	<p>Noun phrases</p> <ul style="list-style-type: none"> - using expanded noun phrases to convey complicated information concisely 	<p>Subordinating Conjunctions (Grammarsaurus whitebus)</p> <p>Coordinating Conjunctions (fanboys)</p> <p>learning the grammar for years 5 and 6 in English appendix 2</p>					

<p>English Reading (DR/DSR)</p>	<p>SATs preparation: Big Pictures, small texts for DR.</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> <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>SATs preparation: Big Pictures, small texts for DR.</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> <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</p>	<p>SATs preparation: Big Pictures, small texts for DR.</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> <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</p>		<p>Non-Fiction DR</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 courteously and with clear reasoning</p> <p>13) Provide reasoned</p>			
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	13) Provide reasoned justifications for his/her views	own and others' ideas and challenging views courteously and with clear reasoning 13) Provide reasoned	own and others' ideas and challenging views courteously and with clear reasoning 13) Provide reasoned		justifications for his/her views			
English Spelling	Targeted revision of spelling patterns and rules. Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.				Spelling Rules: Adverbs synonymous with determination.			
	Spelling Rules: Adding the suffix '-ibly' to create an adverb.	Spelling Rules: Changing '-ent' to '-ence.' Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.	Spelling Rules: -er, -or, -ar at the end of words. Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.					
Maths	Problems solving SATS prep Calculations 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 -Including measurement calculations.	Problems solving SATS prep Fractions 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 the concept of equivalent fractions	Problems solving SATS prep Shape -Length -Mass/volume -Miles/km -Perimeter/area -reflection -coordinates		Theme park project -recognise when it is possible to use formulae for area and volume of shapes. -use their knowledge of the order of operations to carry out calculations involving the four operations -solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why			
Science	Classify organisms depending on their characteristics. 		Give reasons for classifying plants and animals based on their characteristics.	Group and classify things and recognise patterns.	Find things out using a wide range of secondary sources.	Use appropriate scientific language to explain, evaluate and communicate methods and findings.		6

ICT	Net Searching Be discerning when evaluating digital content	Net Searching Be discerning when evaluating digital content	Net Searching Use filters in search technologies effectively and is discerning when evaluating digital content		Net Searching Use filters in search technologies effectively and is discerning when evaluating digital content			
History	Continue Local Case study Describe a local history study.	WW1 inventions and developments of vehicles and planes. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	How did WW1 end? a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066					
Geography								
Art								
DT								
RE	What is the Qur'an and why is it important for Muslims	What is the Qur'an and why is it important for Muslims	What is the Qur'an and why is it important for Muslims		What is the Qur'an and why is it important for Muslims			
Music					Sing as part of an ensemble with full confidence and precision			
PE	Health & Fitness Skills Level 6-I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. Level 5 -I can self-select and perform appropriate warm-up and cool down activities.	Health & Fitness Skills Fundamental skills – Coordination footwork – Hopscotch forwards and backwards progress to moving both forward and backward in zip-zag motion. Games – Beanbag raid	Health & Fitness Skills Fundamental skills – Game skills Stance and Footwork – Consider different footwork patterns depending on situation e.g. side-steps, gallop lunge, pivot and run Games – Beanbag raid	Health & Fitness Skills Fundamental skills – Static balance, stance Maintain balance when receiving a small force. Progress to maintaining balance when receiving and passing a small object on a bench. Games – Dodgeball	Health & Fitness Skills Fundamental skills – Throw and catch Throw and catch with either hand, playing with small ball Games – Dodgeball Maintain ready position (feet shoulder width, bend knees and have hands ready) Explore different footwork patterns to get to the ball quickly			

	<p>I can identify possible dangers when planning an activity.</p> <p>Fundamental skills – Static balance, stance</p> <p>Maintain balance when receiving a small force. Progress to maintaining balance when receiving and passing a small object on a bench.</p> <p>Games – Beanbag raid</p> <p>Basic fitness includes strength, stamina (aerobic/anaerobic), speed and flexibility</p>	<p>Take pulse before and after exercise to see how hard we are working.</p>	<p>Consider different footwork patterns depending on situation e.g. side-steps, gallop lunge, pivot and run</p>	<p>Keep your feet a shoulder width apart and bend your knees.</p> <p>Keep your head up looking forward.</p> <p>Use smooth, controlled movements.</p>				
<p>PSHE</p>	<p>Relationships Know how to make friends</p> <p>I can identify the most significant people to be in my life so far</p>	<p>Relationships</p> <p>I know some of the feelings we can have when someone dies or leaves</p> <p>I can say how people might feel if they lose someone special to them.</p> <p>I can identify when people may be experiencing feelings associated with loss</p> <p>I can explain why people may experience a range of feelings associated with loss.</p>	<p>Relationships</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>. I can explain the feelings I might experience if I lose somebody special.</p> <p>I can explain why people may experience a range of feelings associated with loss.</p>	<p>Relationships Show respect in how they treat others</p> <p>I can recognise when people are trying to gain power or control</p> <p>I can also give some examples of when people might try to control or gain power over others.</p> <p>I can recognise when people are trying to gain power or control and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> <p>I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and</p>	<p>Relationships Know how to help themselves and others when they feel upset or hurt</p> <p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p> <p>I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.</p> <p>I can recognise when people are trying to gain power or control and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these</p>			

