

Writing	Reading	Maths	Science	PE	Geography/ History	RE	PSHE	Computing	Art/ DT	Music
<p>Book Based Writing Sequences:</p> <p>Own Version Narratives (Grimm Tales)</p> <p>Analytical Essay (Rain Player)</p> <p>Own Version Narratives (The Unforgotten Coat)</p> <p>Poetry (Night Mail)</p>	<p>Reading Comprehension through whole text:</p> <p>Grimm Tales</p> <p>The Explorer</p> <p>After the War</p> <p>Incredible Journeys</p>	<p>Shape</p> <p>Position and Direction</p> <p>Themed projects, consolidation and problem solving</p>	<p>Electricity continued</p> <p>Evolution and inheritance</p>	<p>Rounders</p> <p>Athletics</p>	<p>WW2 continued</p> <p>Independent fieldwork enquiry</p>	<p>What do religious and non-religious worldviews teach about caring for the Earth?</p>	<p>Rights and Respect/ Growing and Changing</p> <p>Being My Best</p>	<p>3D Printing</p> <p>Using Tinkercad</p>	<p>Painting and mixed media: Artist study continued</p> <p>Y6 Mural Project and Y6 Performance</p>	<p>Whole class musical instrument tuition - Ukulele</p> <p>Based on Charanga "Rock School" Method and Sing and Strum Ukulele Course</p>
<p>Own version narratives (Grimm Tales)</p> <p>Overview and outcomes: Through the sequence of learning, children will analyse the language, characterisation and common story structure across many of the tales. Using the story of Cinderella, they will make comparisons between many versions of the same story and analyse the extent to which these stories can be classified as 'fairy tales'. Children will eventually work towards creating their own Grimm tale, planning for a balance of dialogue and narrative and using devices to advance the action quickly.</p>	<p>Grimm Tales</p> <p>Children will develop understanding of literary/idiomatic language; themes and conventions of traditional tales/fairy tales and authorial devices such as repetition and humour.</p> <p>The Explorer</p> <p>Children will follow the characters on their explorations, investigating the author's language choices; inferring thoughts, motivations and feelings; and studying the changes they observe in each character. There will be plenty of opportunities for discussion and speculation about what might happen next, as well as chances to think about the themes and messages the book presents.</p>	<p>Shape</p> <p>Measure and classify angles Calculate angles Vertically opposite angles Angles in a triangle Missing angles Angles in a quadrilateral Angles in polygons Draw shapes accurately Nets of 3-D shapes</p> <p>Position and Direction</p> <p>The first quadrant Read and plot points in four quadrants Solve problems with coordinates Translations Reflections</p>	<p>Varied voltage</p> <p>Considering components</p> <p>Bright Sparks</p> <p>Lightbulb moment</p>	<p>To develop throwing and catching under pressure and apply these to a striking and fielding game.</p> <p>To develop bowling under pressure whilst abiding by the rules of the game.</p> <p>To strike a bowled ball with increasing consistency.</p> <p>To develop fielding techniques and select the appropriate action for the situation.</p> <p>RESIDENTIAL WEEK</p>	<p>What do sources tell us about the Blitz?</p> <p>Evacuation - Why was it necessary for children to be evacuated and what was it like?</p> <p>Did WW2 change women's roles?</p> <p>Why did some people migrate to Britain after WW2?</p>	<p>Two sides to every story</p> <p>Fakebook friends</p> <p>What's it worth?</p> <p>Happy Shoppers - caring for the environment</p> <p>RESIDENTIAL WEEK</p>	<p>Place a shape</p> <p>Adjust objects Simply rotate the workplane to adjust shapes or change views. Input exact dimensions with the ruler.</p> <p>Combine elements Create custom shapes to build detailed, intricate models</p> <p>Align Preview and align multiple objects along any axis align objects relative to a reference shape.</p> <p>RESIDENTIAL WEEK</p>	<p>Lubaina Himid</p> <p>Research and planning</p> <p>Making Art</p> <p>KS2 SATS WEEK</p> <p>RESIDENTIAL WEEK</p>	<p>KS2 SATS WEEK</p> <p>RESIDENTIAL WEEK</p>	
<p>Own Version Narratives (The Unforgotten Coat)</p> <p>Overview and outcomes:</p>	<p>The Explorer</p> <p>Children will follow the characters on their explorations, investigating the author's language choices; inferring thoughts, motivations and feelings; and studying the changes they observe in each character. There will be plenty of opportunities for discussion and speculation about what might happen next, as well as chances to think about the themes and messages the book presents.</p> <p>After the War</p> <p>Children will consider the emotional impact of such harrowing experiences on the main characters and explore the differences in living a life of captivity vs. a life of liberty. The book provides opportunities to practise skills of retrieval, inference and summarising, as well as considering how the author uses language choices to portray a mood.</p> <p>Incredible Journeys</p> <p>This text covers all aspects of the KS2 content domain and takes children through the book, unpicking vocabulary and getting them to imagine themselves as an explorer to immerse themselves in the choices made by real people.</p>	<p>Themed projects, consolidation and problem solving</p>	<p>Adaptation</p>	<p>To apply skills and knowledge to compete in a series of games</p> <p>To develop my own and others sprinting technique.</p> <p>To identify a suitable pace for the event.</p> <p>To develop power, control and technique for the triple jump.</p> <p>To develop power, control and technique when throwing for distance.</p> <p>To develop throwing with force and accuracy for longer distances.</p> <p>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>	<p>Develop an enquiry question</p> <p>Creating data collection methods</p> <p>Mapping a route</p> <p>Collecting the data</p> <p>Analysing the data</p> <p>Presenting the data</p> <p>Y6 PERFORMANCE</p>	<p>Make sense of belief: • Identify and explain examples of ways in which people from religious and non-religious worldviews respond to environmental issues. • Describe examples of ways in which people use religious texts/sources of authority to respond to environmental issues.</p> <p>Understand the impact: • Make clear connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts their actions.</p> <p>Make connections: • Reflect on and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues they have studied, recognising that people may think differently about these. • Consider and weigh up different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world.</p>	<p>Democracy in Britain 1- elections</p> <p>Our recommendations</p> <p>What's the risk?</p> <p>What's the risk?</p> <p>Five Ways to Wellbeing Project</p>	<p>Project - design a name badge</p> <p>Y6 Mural Project and Y6 Performance</p> <p>Y6 Mural Project and Y6 Performance</p> <p>Y6 Mural Project and Y6 Performance</p> <p>Y6 Mural Project and Y6 Performance</p> <p>Y6 Mural Project and Y6 Performance</p>	<p>Tuning song</p> <p>Chord of C (sing and strum)</p> <p>Chord of F (sing and strum)</p> <p>Stand up, turn around (C, F)</p> <p>It's too hot like a cooking pot (C, F, Am)</p> <p>Y6 PERFORMANCE</p> <p>Y6 PERFORMANCE</p>	

<p>Children will explore the experiences of refugees and the reasons why people have to flee countries to seek asylum. This could be used in conjunction with Refugee Week. Through the Writing Root, children will write extended narratives in the style of a journal, recorded as a series of diary entries. There are also opportunities to write explanation texts about a science experiment, mirroring the text, as well as non-chronological reports, following research about Mongolia.</p> <p>Poetry (Night Mail)</p> <p>Overview and outcomes: Children will enjoy the performance aspect of poetry, especially how the rhythm fits with the movement of the train, and how the visuals from the film bring the words to life. The poem will act as inspiration for their own poetry writing, which can also be performed to an audience.</p>	<p>explorations, investigating the author's language choices; inferring thoughts, motivations and feelings; and studying the changes they observe in each character. There will be plenty of opportunities for discussion and speculation about what might happen next, as well as chances to think about the themes and messages the book presents.</p> <p>After the War</p> <p>Children will consider the emotional impact of such harrowing experiences on the main characters and explore the differences in living a life of captivity vs. a life of liberty. The book provides opportunities to practise skills of retrieval, inference and summarising, as well as considering how the author uses language choices to portray a mood.</p> <p>Incredible Journeys</p> <p>This text covers all aspects of the KS2 content domain and takes children through the book, unpicking vocabulary and getting them to imagine themselves as an explorer to immerse themselves in the choices made by real people.</p>	<p>Themed projects, consolidation and problem solving</p>	<p>Inheritance</p> <p>Mutation and Natural selection</p> <p>The Fossil Record</p> <p>Theories and Evidence of Evolution</p> <p>Human Evolution</p> <p>Y6 PERFORMANCE</p>	<p>series of games</p> <p>To develop my own and others sprinting technique.</p> <p>To identify a suitable pace for the event.</p> <p>To develop power, control and technique for the triple jump.</p> <p>To develop power, control and technique when throwing for distance.</p> <p>To develop throwing with force and accuracy for longer distances.</p> <p>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>	<p>Creating data collection methods</p> <p>Mapping a route</p> <p>Collecting the data</p> <p>Analysing the data</p> <p>Presenting the data</p> <p>Y6 PERFORMANCE</p>	<p>religious and non-religious worldviews respond to environmental issues. • Describe examples of ways in which people use religious texts/sources of authority to respond to environmental issues.</p> <p>Understand the impact: • Make clear connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts their actions.</p> <p>Make connections: • Reflect on and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues they have studied, recognising that people may think differently about these. • Consider and weigh up different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world.</p>	<p>This will be your life!</p> <p>Our recommendations</p> <p>What's the risk?</p> <p>What's the risk?</p> <p>Five Ways to Wellbeing Project</p>	<p>Y6 Mural Project and Y6 Performance</p> <p>Y6 Mural Project and Y6 Performance</p> <p>Y6 Mural Project and Y6 Performance</p> <p>Y6 Mural Project and Y6 Performance</p> <p>Y6 Mural Project and Y6 Performance</p>	<p>Chord of C (sing and strum)</p> <p>Chord of F (sing and strum)</p> <p>Stand up, turn around (C, F)</p> <p>It's too hot like a cooking pot (C, F, Am)</p> <p>Y6 PERFORMANCE</p> <p>Y6 PERFORMANCE</p>
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