

Enrichment

	English	Maths	Science	Geography/ History	Art	Music	ICT	RE and PSHE
Displays <i>Location?</i>	Our work is incredible Star reader Writing Wizard	Amounts/ Conversions	Animals including humans	Monarch through the ages			E-Safety	Anti-bullying balloons throughout corridors Democracy Charity work-British Legion
Trips / visitors						Year 6 Production - The Lion King Year 6 Leavers Assembly		Futures Week
	Childhood promise - London trip Bowling, Barra Hall Park, Beach, Thames Valley							
Safety	E-safety- ongoing							
Whole school focus	Futures Week Sports Day							
Opening Minds	Positive Motivation- organise myself as an autonomous learner Moral and Ethics- Learn from others to inform choices.							

Maths links

Literacy links

British Values

ICT link

Core subjects

	<u>Writing</u>	<u>Grammar</u>	<u>Spelling</u>	<u>Science - MM</u>	<u>Computing - KD</u>
	<p>Handwriting Expectations Pupils should continue to practice handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. Pupils should be clear about what standard of writing is appropriate for a particular task e.g. quick notes or a final draft.</p>			Electricity Animals including Humans	KODU programming a game Creating a Year Book
Week 1	<p>Text type: Descriptive settings Context: Week 1 - Create a piece of descriptive writing on a forbidden frozen lake</p> <p>Week 2 - Creating a piece of writing 'under the sea'</p> <p>Punctuation: Pupil confidently and consistently uses the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil punctuates bullet points accurately and confidently uses hyphens to avoid ambiguity. Pupil applies this knowledge across a wide range of independent writing</p>	<p>I can explain how words are related e.g. synonyms/antonyms</p> <p>I can use the present perfect and past perfect forms of verbs to mark relationships of time and cause and combines them appropriately in writing: e.g. <i>they had always intended to have a holiday there but the recent earthquake has changed their plans.</i></p>	<p>Endings which sound like -cious -tious</p> <p>E.g. Vicious, Precious, Conscious, Delicious, Nutritious, Ambitious.</p>	Electricity unit continued... Writing lesson I can research information to create a safety leaflet for children (Electrical Safety) ICT link: Laptops - research using search engines	Grammar Revision

Week 2	<p>and is exploring in their own writing the use of more sophisticated punctuation encountered in their personal wider reading.</p> <p>Text type: Descriptive settings continued....</p>	<p>I can use modal verbs or adverbs to indicate degrees of possibility: e.g. <i>might have done... could have acted... ought to have listened... should have known usually, frequently, probably, regularly, seldom, almost never.</i></p>	<p>Words ending in -ant -ance -ancy - ent</p> <p>E.g. Observant (observation), expectant (expectation), hesitant (hesitation), substance (substantial)</p>	<p>LO: I can write a safety leaflet for children</p> <p>(Electrical Safety)</p>	Grammar Revision
Week 3	<p>Explanation texts Laptops - research of how things work.</p> <p>Planning: Pupil can think aloud and record their ideas, drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write.</p> <p>Drafting: Pupil can almost always select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning.</p>	<p>I can use a semi-colon in a sentence</p> <p>I can pick out the word class of different words in a sentence.</p>	<p>Words ending in -ably and -ibly</p> <p>e.g. adorable/adorably applicable, applicably Tolerable, tolerably Changeable, Forcible, Legible</p>	SATs Revision	Grammar Revision

Week 4	SATS week				
Week 5	<p>Text type: Explanation texts</p> <p>Grammar: Pupil can almost always use devices to build cohesion, including adverbials of time, place and number. Y6 tense choices he had seen her before...</p> <p>Vocabulary: Pupil can almost always use expanded noun phrases to convey complicated information concisely and uses them across a range of independent writing.</p>	Grammar revision	<p>The use of the hyphen (Joins a prefix to a root word)</p> <p>E.g. co-ordinate, re-enter, co-operate, co-own</p>	<p>I can identify and name parts of the human circulatory system</p> <p>(Function of the heart, blood vessels, blood)</p>	
Week 6	<p>Text type: Narrative Poetry</p> <p>Context: The highway man</p> <p>Plan their writing: In narratives, describing settings and characters and atmosphere</p> <p>Evaluate and edit: Proposing effective changes to vocabulary & grammar</p>	I can use a colon to introduce a list	Endings with -cial and -tial e.g. official, special, artificial, partial, confidential, essential	I can recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.	I can investigate and evaluate the features of programming software.

Week 7	Narrative poetry continued...	I can use hyphens to avoid ambiguity	Words ending in -ant -ance -ancy -ent e.g. observant, observance, observation expectant, expectation hesitant, hesitancy, hesitation		I can program Kodu using When and Do instructions.
<h2>Half Term</h2>					
Week 1	<p>Writing Missions: Arguments</p> <p>Planning: Pupil can think aloud and record their ideas, drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write.</p> <p>Drafting: Pupil can almost always select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning.</p>	I can punctuate bullet points consistently	Words containing the letter string - ough e.g. ought, bought, thought, nought, brought, fought	I can describe ways in which nutrients and water are transported within animals, including humans. English link: report writing	

Week 2	<p>Writing Missions: Information Leaflets</p> <p>Evaluate & edit: Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Draft & write: Selecting appropriate punctuation</p>	I can use commas to clarify meaning	Homophones and other words that get confused e.g. advice/advise devise/devise practice/practise	Revision - Plants	
Week 3	<p>Writing Missions: Legends</p> <p>Editing: Pupil can almost always work alone to evaluate writing for overall impact for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and confidently feeding back appropriately with helpful details.</p> <p>Vocabulary: Pupil can almost always use a thesaurus to introduce varied and precise vocabulary and avoid repetitious language: e.g. <i>after proof-reading own work, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.</i></p>	I can use brackets to indicate parenthesis	Homophones and other words that get confused e.g. advice/advise devise/devise practice/practise	Revision - Materials	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 4</p>	<p>Writing Missions: Biography</p> <p>Grammar: Pupil confidently always uses the present perfect and past perfect forms of verbs to mark relationships of time and cause and combines them appropriately in writing: e.g. <i>they had always intended to have a holiday there but the recent earthquake has changed their plans.</i></p> <p>Punctuation: Pupil confidently and consistently uses the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists.</p>	<p>I can use dashes to mark boundaries between independent clauses</p>	<p>Mixed spellings</p>	<p>Revision - Forces and magnets</p>	
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Week 5	<p>Writing Missions: Arguments</p> <p>Planning: Pupil can think aloud and record their ideas, drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write.</p> <p>Writing: Pupil can almost always select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning.</p>	I can use modal verbs or adverbs to indicate degrees of possibility	Mixed spellings	Revision - Rocks	
Week 6	Completing unfinished work	Grammar Revision	Mixed Spellings	Revision - Space	

Foundation subjects

	<u>History - RS</u> British Monarchs since 1066	<u>French - KW</u> Monter un café (setting up a café) Euro stars software activities	<u>Art / DT - HM</u> Food and where it comes from (pizza) Bayeux Tapestry	<u>RE (PPA) - HM</u> Life Stances - What Makes Me, Me! Religious Leaders	<u>PE - KW</u> Athletics (Thames Valley prep)	<u>PSHE - RS</u> Changes & SRE
Week 1	SATs prep	SATs revision	I can generate and communicate ideas through discussion, sketches and diagrams. I can investigate and analyse other products on the market. Laptops - research	I can discuss my views and understanding of different religions (and how they have changed over time) Over 2 lessons.	I can develop techniques for acceleration. Event - Sprinting (80m)	Earth day Reduce, reuse, recycle
Week 2	SATs prep	SATs revision	I can design appealing products that are fit for purpose.	I can evaluate what it is like to be a part of a religious community in Britain	I can develop relay changeover skills. Event -Relay Sprint	I can describe how change can affect our feelings of security and confidence
Week 3	SATs prep	SATs revision	I can select and use a wider range of tools and equipment to	I can explain how to create community cohesion		I can explain how people respond differently to change

Week 4	SATs prep	SATs revision	<p>perform tasks. Maths link - measuring</p> <p>I can evaluate ideas and products against own success criteria.</p> <p>I can generate ideas, develop these by shaping materials, talk about ideas, communicate ideas using a variety of methods. (box making) Maths links- Measuring</p> <p>I can select materials & techniques for making a box, measure & mark out, assemble and combine materials, use finishing techniques.</p>	I can write a declaration of how I could promote Community Cohesion.	I can throw with greater control, accuracy and efficiency Event - Vortex (Throw) Howler	I can recognise and manage our vulnerable/sore spots.
<u>Half Term</u>						
Week 1	I can develop an understanding of chronology	Session 1 - ordering a snack in a cafe	I can explore ideas by selecting visual and other information, and use this to develop ideas, taking account of purpose.	I can explore the qualities of an inspiring leader	I can show power, control, consistency at both take-off and landing. Event -Standing Long jump	I know that people respond differently to changes and challenges

Week 2	I can analyse the system of the monarchy	Session 2- packaging and containers	I communicate ideas and meanings by manipulating materials and processes.	I can investigate how a religion is founded. (Compare religious founders Muhammed and Guru Nanak). Laptops- research lesson	I can apply appropriate stride patterns & techniques when running over obstacles Event -Hurdles	I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.
Week 3	I can research changes, contrast and trends over time Laptops- research lesson (2 lessons- different house each time)	Session 3- general phrases	I manipulate materials and processes to suit my purpose.	I can explore the qualities of Desmond Tutu (Christian Leader).		SRE: I can say how my body will change as a result of puberty.
Week 4	I can present my findings about one of the famous battles English link- create a report ICT links- presentations - either powerpoints or Purple Mash newspaper reports.	Session 4- short play complaining about restaurant	I manipulate materials and processes to suit my purpose.	I can explore the qualities of the Deli Lama (Buddhist Leader).	LO: I can sustain pace over longer distances. Event -400m	To examine the nature of friendship and how it can change at puberty. To identify ways in which boys and girls change during puberty.

Week 5	I can show an understanding of chronology and make judgements on who won the Hundred Years' War	Session 5- rhyming to complete sentences	I can analyse and comment on ideas, methods and approaches used in my own and other's work, relating these to the context.	I can explore the qualities of Mahatma Ghandi (Hindu Leader).		To understand why we change.
Week 6	I can interpret information about Joan of Arc using a range of sources	Session 6- assessment - chn make their own stories of restaurants	I can adapt and refine work to reflect my own view of its purpose and meaning.	I can create a manifesto for a good leader.		
Week 7	I can devise historically valid questions					