

## Repton Manor Primary School Medium Term Plan



<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	<b>Greater Depth Skills</b>
<b>Applying</b> Use info in a new situation			<b>Expected Skills</b>
<b>Understanding</b> Understand and make sense of info			<b>Emerging Skills</b>
<b>Remembering</b> Remember and recall info			

**Topic:** Battles That Have Shaped Our World

**Year Group:** 6

**Terms:** 1 and 2

Subject	Maths			
Unit	Place value (2 weeks)	Addition and subtraction (1.5 weeks)	Multiplication and division 4.5 weeks	Fractions 5 weeks)
<b>Concepts</b>	Numbers to 10,000 (r) Numbers to 100,000 (r) Numbers to 1,000,000 Numbers to 10,000,000 Compare and order any number. Round numbers to 10, 100 and 1,000 (r) Round any number Negative numbers	<ul style="list-style-type: none"> <li>Add whole numbers with more than 4 digits. (r)</li> <li>Subtract whole numbers with more than 4 digits. (r)</li> <li>Inverse operations (addition and subtraction). (r)</li> <li>Multi-step addition and subtraction problems. (r)</li> <li>Add and subtract integers.</li> </ul>	<ul style="list-style-type: none"> <li>Multiply 4-digits by 1-digit (r)</li> <li>Multiply 2 digits (area model) (r)</li> <li>Multiply 2-digits by 2-digits (r)</li> <li>Multiply 2-digits by 3-digits (r)</li> <li>Multiply up to a 4-digit number by a 2-digit number</li> <li>Divide 4-digits by 1-digit (r)</li> <li>Divide with remainders (r)</li> <li>Short division</li> <li>Division using factors</li> <li>Long division</li> <li>Factors</li> <li>Common factors</li> <li>Common multiples</li> <li>Primes to 100</li> <li>Squared and cubed numbers</li> <li>Order of operations</li> <li>Mental calculation and estimation</li> <li>Reason from known facts</li> </ul>	<ul style="list-style-type: none"> <li>Equivalent fractions</li> <li>Simplify fractions</li> <li>Improper fractions and mixed numbers</li> <li>Mixed number to improper fractions</li> <li>Fractions on a number line</li> <li>Compare and order (denominator)</li> <li>Compare and order (numerator)</li> <li>Add and subtract fractions</li> <li>Add mixed numbers</li> <li>Add fractions</li> <li>Subtract mixed numbers</li> <li>Subtract fractions</li> <li>Mixed addition and subtraction</li> <li>Multiply fractions by integers</li> <li>Multiply fractions by fractions</li> <li>Divide fractions by integers</li> <li>Four rules with fractions</li> <li>Fraction of an amount</li> <li>Fraction of an amount – find the whole</li> </ul>

Subjects	Science		French	PE	
Unit	Light; Evolution and inheritance	Living things and their habitats	Helen to plan	Outdoor PE	Indoor PE
Concepts	<p>Light</p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><u>Evolution and inheritance</u> 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>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Targets:</p> <ul style="list-style-type: none"> <li>-Pick out familiar words and phrases from a spoken sentence.</li> <li>-Say and write a few sentences about themselves in the first person from memory.</li> <li>-Prepare and present some basic instructions for a playground game.</li> <li>- Use knowledge of French phonics to spell some simple words correctly.</li> <li>- Express opinions using basic sentences.</li> </ul> <p>Topic: Playtime</p> <ul style="list-style-type: none"> <li>-Learn how to talk about games they like to play</li> <li>- Learn how to talk about active games, board games etc.</li> <li>- Learn some French playground games.</li> </ul>	Rounders	Athletics

Topic	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities	Objectives Covered (Copied from NC)
Class name project	Who was Ibn al Haytham/ Shen Kuo	<b>Science:</b> Light  <b>Writing</b> Poetry – Haiku	<b>Science:</b> Building on the STEM heroes work on optics, we will study light and progress from how we see, to conducting our own scientific investigations into light phenomena: including making pinhole cameras; size of shadows and reflective materials.  <b>Writing:</b> Children will create their own Haiku surrounding their class name STEM hero's time in imprisonment. This will encourage them to empathise with someone imprisoned, encourage their emotional literacy and provide a chance to reflect upon their own time in isolation during the pandemic.  <b>Reading:</b> Retrieval: Skim and scan to recall and locate key information from non-fiction texts.	Science, Light <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Be selective with vocabulary for a purpose.</li> <li>Write for a range of purposes.</li> </ul> <b>Life skills:</b> Reflect upon our own experience utilising a range of emotive language.
Topic	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities	Objectives Covered (Copied from NC)
<b>Class Reader:</b> SS: Capture the flag in Repton Connect grounds.  <b>MM:</b>  <b>FF:</b> Rowing the length of the Channel, sponsored row for refugee charity.  <b>Learning Environment:</b>	<b>BQ1: What is war?</b>  <b>Big Answer: Children to present their findings using their chosen method.</b>	<b>Reading:</b> <b>Week 3</b> Once <b>Week 4</b> Once and recounts from war  <b>Writing:</b> <b>Week 3</b> PGL persuasive piece <b>Week 4</b> PGL persuasive piece  <b>GPS:</b> Word classes Informal and formal speech Punctuation (commas) Antonyms and synonyms Active and passive voice	<b>Reading:</b> Retrieval: What information can we gain from front cover? What information can we gain from character snippets? Word meaning: Why have certain words been used? What do certain words tell us about the situation or character? Inference: What can you decipher about the character from what is being said or what is being done?  <b>Writing:</b> H.M.S.S Persuasive text toolkit Deepening activity – persuasive language (rhetorical questions, rule of three, emotive language, 2 <sup>nd</sup> person)	<b>History:</b> They should note connections, contrasts and trends over time and develop the appropriate use of historical terms Develop a chronologically secure knowledge and understanding of British and world history They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Reliability of sources  <b>Geography:</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

<p>Doors WW2/evacuee and concentration camp theme.</p>		<p><b>History:</b> Chronology WW2, why war broke out and Axis and Allies.</p> <p><b>Life Skills</b> Growth mind set in class assemblies Resilience – linking to the character of Felix in the class text – Once.</p> <p><b>Geography:</b> Locate the countries on map.</p>	<p>Writing the recount Editing (focus on toolkit, spelling and commas to separate clauses/for clarity) Publishing (pride in our learning)</p> <ul style="list-style-type: none"> <li>• Why do we need to learn about war? Quote ‘for the sake of the future, as well as to remember the past, we want to teach children about it, in the hope that in remembering horror and in searching for the wisdom to understand it, we may assure that it will not happen again.’ What is war – definitions of war shared, unpick and children to come up with their own definition of war.</li> <li>- Front covers (Art)</li> <li>- What started WW2? (chronology)</li> <li>• Axis and Allies – plotting on a world map which countries were allies and which were Axis’.</li> <li>• What makes a leader? Chn to create motivational quotes and propaganda posters before partaking in battle.</li> <li>• SS – Capture the flag at the community centre? Covid dependent.</li> <li>• Landmark battles for WW2.</li> <li>• Reliable sources – chn to have photographs/articles about the battle that took place (capture the flag). Chn to use learning to create propaganda posters designed to blur the truth for the public</li> <li>• Big Answer – Present answer to ‘What is war?’. Chn to choose how they present their answer.</li> </ul>	<p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others’ writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul> </li> </ul>
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	<p><b>Big question 2: Are wars always negative?</b></p> <p><b>Big Answer 2: Publishing – two sides of the coin.</b></p>	<p><b>Reading</b>  <b>Week 5</b>  Once  <b>Week 6</b>  Anne Frank's diary  <b>Week 7</b>  Once</p> <p><b>Writing</b>  <b>Week 5</b>  Narrative - Defeating the monster tale  <b>Week 6</b>  Assessment week  Narrative - Defeating the monster tale  <b>Week 7</b>  Narrative - Defeating the monster tale</p> <p><b>Life Skills</b>  Debating  Growth mind set in class assemblies</p>	<p><b>Reading:</b>  Whilst in curriculum we will be looking at the positives of advances due to war, Once will be focused on the negatives of war and the impact it has on individuals.</p> <p><b>Writing:</b>  HMSS overcoming the monster tale  Unpicking features of the text genre  Writing setting and character description – creating monster setting a deepening activity.  Writing the origin synopsis of why the monster has to be overcome.  Planning their tale – up to meeting the monster.  Writing their tale.  Editing  Publishing</p> <ul style="list-style-type: none"> <li>- Advances in communication during the war.</li> <li>- Enigma machine</li> <li>- Medical advances during the war – ‘War is the mother of invention, what does this mean?’</li> <li>- Inspiration from war – people who have triumphed in the face of adversity. What attributes have been shown? Would this have happened without war?</li> </ul>	<p><b>History:</b>  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.  Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>- Music and images for affect – book/trailer.</li> <li>- Publishing – two sides of the coin.</li> </ul>	<ul style="list-style-type: none"> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> </ul> </li> <li>• using passive verbs to affect the presentation of information in a sentence <ul style="list-style-type: none"> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul> </li> </ul>
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	<p><b>BQ3:</b> <b>How can we equip our bodies to be successful in our daily battles?</b></p> <p><b>Big Answer:</b> <b>Healthy living</b> <b>leaflet/brochure</b></p>	<p><b>Reading</b> <b>Week 1</b> <b>Welcome to nowhere</b> <b>Week 2</b> <b>Welcome to nowhere</b> <b>Week 3</b> <b>Welcome to nowhere</b></p> <p><b>Writing</b> <b>Week 1</b> - Non-chronological report on the cardiovascular system.</p> <p><b>Week 2</b> - Instructions on creating a nutritional fast food alternative.</p> <p><b>Week 3</b> Explanation text on keeping fit <i>All short pieces.</i></p> <p><b>Life Skills</b> Growth mind set in Mon assemblies.</p> <p><b>Life Skills and D.T</b> Hygiene and cooking. Understanding of how our bodies work and are fuelled. How to live a healthy and active lifestyle. Creating our own lunches. Using cooking equipment safely.</p> <p><b>Science:</b> The human body. Nutrition. The cardiovascular and muscular systems. Scientific investigation.</p>	<p><b>Reading:</b> Road to nowhere (preparation for next big question) Introduce text – word meaning. What does it mean to be a refugee? Retrieval and inference. Reliable sources Prediction using evidence to justify Use of atlases</p> <p><b>Lesson sequence/outcomes (First letter of subject used as a key):</b> <u>Non-Chon</u> <b>S</b> – To understand the cardiovascular system with a focus on the four chambers of the heart, arteries and veins, the role of red blood cells and how the lungs oxygenate the blood. First lesson through note taking and diagrams <b>W – H.M.S.S &amp;</b> Features of a non-chronological report (toolkit). From an expert’s perspective (CT to video themselves/perform live). Model text to be for a different part of the body, e.g. eye. To take place <b>S</b> - The second lesson to be a dissection of a lamb/pig’s heart (the pluck) to contextualise. VR alternative for children unable to participate (although it will be encouraged). Children to take notes in inputs following note taking input to support them with their non-chronological report. <b>R</b> – Linked texts to the heart and circulatory system. Find and retrieve skills. <b>W</b> – Writing the non-chron report (2 lessons); editing (1 lesson), publishing (1 lesson) <b>P</b> – Introducing the muscle groups in warm-up activities in preparation for explanation text. Plenaries to focus on how different muscle groups engaged and how they worked, how stretching impacts upon performance.</p> <p><b>Instructions</b> <b>D/L</b> – Understanding of the different food groups and how they impact upon our body.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <p><b>Life Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.</b></li> <li>• <b>I can explain how I am developing a reputation (online and offline) which will allow other people to form an opinion of me.</b></li> <li>• <b>I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).</b></li> <li>• <b>I recognise there is always risk and how to manage it.</b></li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li> <li>• maintain positive attitudes to reading and an understanding of what they read by:</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>

			<p>S – Link back to vein and arteries, how glucose and fat impact upon our bodies. Link to P.E and how hard the heart as to work.</p> <p><b>W</b> – HMSS &amp; features of instructions (from a recipe perspective, contact local chef/act out being a chef on a cooking programme – video. Cooking with Jeff Awesome?)</p> <p><b>D/L</b> – Dispelling food myths (calorie counting; good/bad fats; appropriate fuelling of the body for specific lifestyles).</p> <p><b>D/L</b> – Give children a list of healthy ingredients that they may have available at home to create their own lunches (wraps etc.) next year. Children to try them, along with different seasonings. In their groups, plan a recipe.</p> <p><b>W</b> – Planning their recipe then writing it.</p> <p><b>D/L</b> – Preparing their meals. Health and safety and hygiene.</p> <p><b>W</b> – Editing in response to creating their meals. Then publishing.</p> <p><b>Explanation text</b></p> <p><b>S/P</b> – Different muscle groups and how they work alongside one another. How different exercises impact upon different muscles, including the hearth.</p> <p><b>W</b> – HMSS – Documentary style, perhaps military? And features of an explanation text.</p> <p><b>R</b> – Explanation texts on muscle groups, cardiovascular verses resistance.</p> <p><b>S/P</b> – Children to take part in different routines that have been created for them designed to work on cardiovascular and resistance circuits for specific sports and healthy living. What sort of diet would each of these need? Focus on recovery and its role in keeping fit.</p> <p><b>S/P</b> – Children to create their own plans for fitness using their knowledge.</p> <p><b>W</b> – Write, edit and publish (series of lessons)</p>	<ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• understand what they read by:</li> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal</li> </ul>
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				<p>presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> <li>• provide reasoned justifications for their views</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>• proofread for spelling and punctuation errors</li> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> </ul> </li> <li>• using passive verbs to affect the presentation of information in a sentence <ul style="list-style-type: none"> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> <li>• use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading</li> </ul>
	<p><b>BQ4:</b>  <b>Where do you go when you can't go home?</b>  <b>Big Answer: Flashback narrative publishing/presentation.</b></p>	<p><b>Reading</b>  <b>Week 4</b>  Reading inspirational speeches from leaders both during war and not  <b>Week 5</b>  Road to nowhere  <b>Week 6</b>  Road to nowhere  <b>Week 7</b>  Road to nowhere</p> <p><b>Writing</b>  <b>Week 4</b>  Flashback narratives as refugee  <b>Week 5</b>  Flashback narratives as refugee  <b>Week 6</b></p>	<p><b>Writing:</b>  Flashback narrative – life as a refugee.  HMSS – Model text - life as a soldier, flashback to D-Day  Unpick the text – features, GPS (tenses)  Deepening – refugee recounts, diary entries, photos of living conditions.  Planning flashback narrative.  Writing narrative.  Editing  Publishing</p> <p><b>Reading:</b>  Road to nowhere.  Use for deepening of writing, what are the conditions for refugees? How do their feelings change?</p>	<p><b>Geography:</b>  Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America  Use maps, atlases, globes and digital/computer mapping to locate countries</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li> <li>• maintain positive attitudes to reading and an understanding of what they read by:</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>

		<p>Assessment week??</p> <p><b>Week 7</b></p> <p>Flashback narratives as refugee</p> <p><b>Life Skills</b></p> <p>Growth mind set in class assemblies</p> <p><b>Music</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Choosing music for their narrative</p>	<ul style="list-style-type: none"> <li>- What would you do if you couldn't go home? What makes a safe place? What makes a home?</li> <li>- WW2 – Evacuees or refugees? Leaving a place where you felt safe to an unknown. Once – tricked and taken to concentration camps.</li> <li>- Deepening for writing – refugee recounts, diary entries, newspaper cuttings.</li> <li>- Syria – What is a civil war? Awareness of other civil wars? Current countries response to refugees – reliable sources?</li> <li>- The journey of a refugee – how do they get to safety? Which route do they take, waiting game or act of desperation?</li> <li>- Research into a war in which their character has to escape. Present this in their chosen medium, poster, fact file etc.</li> </ul>	<ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• understand what they read by:</li> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal</li> </ul>
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				<p>presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> <li>• provide reasoned justifications for their views</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>• proofread for spelling and punctuation errors</li> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> </ul> </li> <li>• using passive verbs to affect the presentation of information in a sentence <ul style="list-style-type: none"> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> <li>• use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading</li> </ul> <p><b>Music</b> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
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British Values:			
Democracy	Rule of law	Individual liberty	Mutual respect and tolerance
•Big questions 1-4 – linked to war	•Big questions 1-4 How have laws changed due to war?	•Big question 3 – personal rivalries •Big question 4 – persuasion •Big question 1 – What makes a leader?	•Big question 3 – personal rivalries