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| **Year 6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **In class text** | Traditional Tales, Folk and FablesSee the source imageMufaro’s Beautiful Daughters – John Steptoe | Stories with Related Themeshttps://images-na.ssl-images-amazon.com/images/I/51jlx+kJ1ZL._SX338_BO1,204,203,200_.jpgNecklaces of a raindrop – Joan Aiken | Non-Chronological ReportSee the source imageEscape from Pompeii – Christina Balit | Letters written for a range of purposes Global Garden By Kate PettyThe Global Garden – Katy Petty & Jennie Maizels | Stories by same author - Roald DahlSee the source imageFantastic Mr Fox – Roald Dahl | Adventure and Mystery Stories See the source imageGregory Cool – Caroline Binch |
| **Class book** | The Baker’s Daughters | The Baker’s Cat + The Patchwork Quilt  | Roman Diary:**The Journal of Iliona** | The Night Gardener  | The Twits | Fatima the Spinner and the Tent + The Julian Stories |
| **Wider Curriculum theme** | Traditional Tales, Folk and Fables | Stories with Related Themes | Romans | Plants  | Stories by the Same Author | European countries |
| **Reading**(DR/DSR) In addition to retrieval, inference and word building. | Introduce pupils to a new reading focus each week to ensure a smooth transition from DSR to DR and sufficient expose to all reading strategies to develop familiarity.  | PredictionClarifying  | Asking QuestionsClarifying Making connections  | PredictionSummarising  | SummariseEvaluate | Asking QuestionsMaking connectionsEvaluating |
| **SPAG**Vocabulary, Grammar, Punctuation | Punctuation – capital letters and full stops.Nouns, verbs and Adjectives. | Present and past tenseExpanded noun phrasesDirect speech | Formal language, 3rd person, factual information | Formal language, formulating writing for a range of purposes | Subordinate and main clauseApostrophes – possessive and contracted. | Adverbials Paragraphs |
| **ORACY** | Participate  | Active listening | Build on ideas | Summarise  | Recite | Clarify and Debate |
| **Extended writing outcomes** | Character descriptionRecountNarrative (short story) | Letter writing – write in the role of a characterNarrative (short) | Non-Chronological Report WritingRecount  | Report writing Leaflet Diary entry  | Newspaper reportBalanced argument | Character profileExtending writingAlternative ending  |
| **PSHE links****RHE** | Building relationships, Anti-bullying, environment COP26. | Feelings and emotions | Environment: How can we look after our planet? | Families and close positive relationships PSHE Programme of Study R1, R8 and R9Friends, Families and others (Module 2) | ‘Ourselves, growing and changing’How am I different to others?H21 – H24My relationships with others(Module 2) Assessment | Healthy lifestyle ‘Health and Wellbeing’H1 – H10Module 2 - Unit 3 ‘Keeping Safe’Drugs, alcohol and tobacco |
| **MATHS** | Number and place value | Four operations  | Roman numerals + word problem solving  | Shapes and anglesSymmetry Geometry Measurement  | Area and PerimeterFractions Decimals  | StatisticsTimeMoney |
| **Science**  | Light and Shadows | Forces and Magnets | No science topic focus this term. Science will be incorporated using numeracy problem solving questions.  | Plants  | Rocks and Soil | Animals Including Humans  |
| **RE** | Beginning with God | Advent to Christmas | Being a Sacramental person | From Lent to Easter | From Easter to Pentecost | A Godly Life |
| **Computing** | Using iPads to access TTRSResearch topics | Online Safety | Email – Purple Mash  | Become a coder – Scratch Sequences, loops and debugging.  | Create a movie using iMovie | Produce and broadcast a news report (green screen). |
| **PE** | HandballFitnessSwimming | HockeySwimming | Tag RugbySwimming | CricketSwimming | RoundersSwimming | AthleticsSwimming |
| **History or Geography**  | **History:** Stone Age  | **History:** Local History and Black History | **Geography:** Compare and Identify human and physical features of two places – UK and Naples. Create a Roman map using a key to construct basic symbols for features. Use simple compass points – N, E, S, W. **History:** Roman Empire and ‘Romanisation’ of Britain. Explore the impact of technology, culture and beliefs The Roman Empire: What was it like in Roman Britain? What were Roman houses like?What was a Roman family like? What technology did the Romans bring?  | **Geography** – How do different climates affect harvest and plant growth?  | **Geography:** Volcanoes, Earthquakes and Tsunamis | **Geography:** European Countries  |
| **Art or Design** | Cave ArtTheatre puppet showDesigning stone age homes and clothing  | Design and make a pulley | Design a Roman Chariot or Aqueduct. Mosaic design for a kitchen floor | Planting seeds Create a self-watering plant | Creating Fossils  | Construction a life size human skeleton.  |
| **Music** | African musicp | Music and instruments from around the world  | Roman instrumentation and music themes of these times (performance).  |  |  |  |