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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 Fables  See the source image  Mufaro’s Beautiful Daughters – John Steptoe | Stories with Related Themes  https://images-na.ssl-images-amazon.com/images/I/51jlx+kJ1ZL._SX338_BO1,204,203,200_.jpg  Necklaces of a raindrop – Joan Aiken | Non-Chronological Report  See the source image  Escape from Pompeii – Christina Balit | Letters written for a range of purposes  Global Garden By Kate Petty  The Global Garden – Katy Petty & Jennie Maizels | Stories by same author - Roald Dahl  See the source image  Fantastic Mr Fox – Roald Dahl | Adventure and Mystery Stories  See the source image  Gregory 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. | Prediction  Clarifying | Asking Questions  Clarifying  Making connections | Prediction  Summarising | Summarise  Evaluate | Asking Questions  Making connections  Evaluating |
| **SPAG**  Vocabulary, Grammar, Punctuation | Punctuation – capital letters and full stops.  Nouns, verbs and Adjectives. | Present and past tense  Expanded noun phrases  Direct speech | Formal language, 3rd person, factual information | Formal language, formulating writing for a range of purposes | Subordinate and main clause  Apostrophes – possessive and contracted. | Adverbials  Paragraphs |
| **ORACY** | Participate | Active listening | Build on ideas | Summarise | Recite | Clarify and Debate |
| **Extended writing outcomes** | Character description  Recount  Narrative (short story) | Letter writing – write in the role of a character  Narrative (short) | Non-Chronological Report Writing  Recount | Report writing  Leaflet  Diary entry | Newspaper report  Balanced argument | Character profile  Extending writing  Alternative 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 R9  Friends, Families and others (Module 2) | ‘Ourselves, growing and changing’  How am I different to others?  H21 – H24  My relationships with others  (Module 2) Assessment | Healthy lifestyle  ‘Health and Wellbeing’  H1 – H10  Module 2 - Unit 3 ‘Keeping Safe’  Drugs, alcohol and tobacco |
| **MATHS** | Number and place value | Four operations | Roman numerals + word problem solving | Shapes and angles  Symmetry  Geometry  Measurement | Area and Perimeter  Fractions  Decimals | Statistics  Time  Money |
| **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 TTRS  Research 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** | Handball  Fitness  Swimming | Hockey  Swimming | Tag Rugby  Swimming | Cricket  Swimming | Rounders  Swimming | Athletics  Swimming |
| **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 Art  Theatre puppet show  Designing 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). |  |  |  |