



Topic driver: Happily Ever After?							
Subject	Week 1 Class book: The Wedding Ghost	Week 2 Class book: The Wedding Ghost	Week 3 Class book: The Wedding Ghost	Week 4 Class book: The Wedding Ghost	Week 5 Class book: The Wedding Ghost	Week 6 Class book: The Wedding Ghost	Week 7 Class book: The Wedding Ghost
Reading	<p>Text: Blackberry Blue Genre: Narrative</p> <p>Objectives:</p> <p>To predict</p> <p>To make inferences</p> <p>To summarise the main ideas from a text</p>	<p>Text: Blackberry Blue Genre: Narrative</p> <p>Objectives:</p> <p>To give the meaning of words in context</p> <p>To use tone, intonation and volume when reading aloud</p> <p>To make comparisons within a text</p>	<p>Sneaky Peek: Local Litter Pickers</p> <p>Revision of the reading domains.</p> <p>2a: Give/explain the meaning of words in context. 2b: Retrieve and record information/identify key details from fiction and non-fiction. 2c: Summarise main ideas from more than one paragraph. 2d: Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied. 2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole. 2g: Identify explain how meaning is enhanced through choice of words and phrases.</p>	<p>Assessment week</p> <p>2a: Give/explain the meaning of words in context. 2b: Retrieve and record information/identify key details from fiction and non-fiction. 2c: Summarise main ideas from more than one paragraph. 2d: Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied. 2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole. 2g: Identify explain how meaning is enhanced through choice of words and phrases.</p>	<p>Text: Blackberry Blue Genre: Narrative</p> <p>Objectives:</p> <p>To make inferences</p> <p>To summarise the main ideas from a text</p>	<p>Text: I know why the caged bird sings/ Still I rise by Maya Angelou / The Sea / Wind</p> <p>Genre: Poetry</p> <p>Objectives:</p> <p>Identify how language, structure, etc. Contribute to meaning</p> <p>Discuss use of language, inc. Figurative</p> <p>Discuss & explain reading, providing reasoned justifications for views.</p>	<p>Poetry by Heart</p> <p>The Soldier by Rupert Brooke (link to upcoming WWII unit)</p> <p>Sonnet 18, Shakespear (link to Wedding Ghost)</p> <p>Michael Rosen – children's choice (link to Biography unit)</p>
Writing	Narrative: Sleeping Beauty	Narrative: Sleeping Beauty	Narrative: The Wedding Ghost	Narrative: The Wedding Ghost	Narrative: The Wedding Ghost	Narrative: The Wedding Ghost	Narrative: The Wedding Ghost



	To mind map Sleeping Beauty To write a concise blurb	To plan, write and edit a character description	To plan, write and edit 'action, dialogue description' section of narrative	To plan, write and edit suspense	To plan, write and edit forest scene To add a direct address	To plan, write and edit a setting description	To explore a retell through drama and then plan a flashback
Maths Y6	<p>Multiplication and Division</p> <p>Identify and use properties of number, focusing on primes •Multiply larger integers and decimal numbers using a range of strategies •Divide integers by 1-digit and 2-digit numbers representing remainders appropriately •Illustrate and explain formal multiplication and division strategies</p>	<p>Calculation Problems</p> <p>Understand the use of brackets •Use knowledge of the order of operations to carry out calculations •Generate and describe linear number sequences •Express missing number problems algebraically •Solve equations with unknown values</p>	<p>Assessment Week</p> <p>Review of:</p> <ul style="list-style-type: none"> • place value • four operations • fractions • calculation problems <p>reasoning questions</p>	<p>Calculation Problems</p> <p>Understand the use of brackets •Use knowledge of the order of operations to carry out calculations •Generate and describe linear number sequences •Express missing number problems algebraically •Solve equations with unknown values</p>	<p>Fractions</p> <p>Deepen understanding of equivalence</p> <ul style="list-style-type: none"> •Order, simplify and compare fractions, including those greater than one •Recall equivalence between common fractions and decimals •Find decimal quotients using short division •Add and subtract fractions 	<p>Fractions</p> <p>Deepen understanding of equivalence</p> <ul style="list-style-type: none"> •Order, simplify and compare fractions, including those greater than one •Recall equivalence between common fractions and decimals •Find decimal quotients using short division •Add and subtract fractions 	<p>Missing Angles and Lengths</p> <p>Compare and classify a range of geometric shapes •Use angle facts to find unknown angles</p>
Maths Y5	<p>Line Graphs and Timetables</p> <ul style="list-style-type: none"> • Complete, read and interpret data presented in line graphs 	<p>Line Graphs and Timetables</p> <ul style="list-style-type: none"> • Complete, read and interpret data presented in line graphs 	<p>Multiplication and Division</p> <p>Identify multiples and factors •Investigate prime numbers</p>	<p>Multiplication and Division</p> <p>Identify multiples and factors •Investigate prime numbers</p>	<p>Multiplication and Division</p> <p>Identify multiples and factors •Investigate prime numbers</p>	<p>Perimeter and Area</p> <ul style="list-style-type: none"> • Investigate area and perimeter of rectilinear shapes 	<p>Perimeter and Area</p> <ul style="list-style-type: none"> • Investigate area and perimeter of rectilinear shapes



	<ul style="list-style-type: none"> • Read and interpret timetables including calculating intervals 	<ul style="list-style-type: none"> • Read and interpret timetables including calculating intervals 	<ul style="list-style-type: none"> • Multiply and divide by 10, 100 and 1000 (integers) • Multiply and divide using derived facts • Use written methods to multiply and divide • Use a range of mental calculation strategies 	<ul style="list-style-type: none"> • Multiply and divide by 10, 100 and 1000 (integers) • Multiply and divide using derived facts • Use written methods to multiply and divide • Use a range of mental calculation strategies 	<ul style="list-style-type: none"> • Multiply and divide by 10, 100 and 1000 (integers) • Multiply and divide using derived facts • Use written methods to multiply and divide • Use a range of mental calculation strategies 	<ul style="list-style-type: none"> • Estimate area of nonrectilinear shapes 	<ul style="list-style-type: none"> • Estimate area of nonrectilinear shapes
Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Explain how living things are classified by designing their own chart and comparing their size • Describe how to classify a range of living animals and plants • Identify ways to differentiate living things 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Explain a key feature or member of each animal kingdom • Understand MRS GREN and how a living organism follows these rules • Know that living organisms can be arranged into kingdoms 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Explain how different organisms can be classified using the Linnaean system • Understand how an animal can be classified depending on its characteristics • Use research to help classify a living organism 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Represent research and data in a creative way to summarise knowledge • Know and explain that microorganisms are both helpful and harmful • Understand that microorganisms are microscopic and cannot be seen with the naked eye 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Explain the differences between fungi and other organisms • Outline the similarities between plants and fungi • Identify that fungi are a separate kingdom to plants 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Describe, represent and present data about a living organism • Describe and represent data about a member of the animal kingdom • Represent data about a member of the animal kingdom 	<p>Living things and their habitats</p> <p>Assessment</p>



<p>Geography</p>	<p>Would you like to live in the desert?</p> <p>Lesson 1: What is a hot desert biome?</p> <p>To summarise the characteristics of a desert biome.</p>	<p>Would you like to live in the desert?</p> <p>Lesson 2: Where are deserts located?</p> <p>To locate and explore features of deserts.</p>	<p>Would you like to live in the desert?</p> <p>Lesson 3: What physical features are found in a desert?</p> <p>To describe the physical features of a desert environment.</p>	<p>Would you like to live in the desert?</p> <p>Lesson 4: How can people use deserts?</p> <p>To explain the different ways humans can use deserts.</p>	<p>Would you like to live in the desert?</p> <p>Lesson 5: What are the threats to deserts?</p> <p>To describe some of the threats facing deserts.</p>	<p>Would you like to live in the desert?</p> <p>Lesson 6: Would you like to live in the desert?</p> <p>To explore the similarities and differences between two physical environments.</p>	
<p>Computing</p>	<p>Webpage Creations</p> <p>To review an existing website and consider its structure</p> <p>I can explore a website I can discuss the different types of media used on websites I know that websites are written in HTML</p>	<p>Webpage Creations</p> <p>To plan the features of a web page</p> <p>I can recognise the common features of a web page I can suggest media to include on my page I can draw a web page layout that suits my purpose</p>	<p>Webpage Creations</p> <p>To consider the ownership and use of images (copyright)</p> <p>I can say why I should use copyright-free images I can find copyright-free images I can describe what is meant by the term 'fair use'</p>	<p>Webpage Creations</p> <p>To recognise the need to preview pages</p> <p>I can add content to my own web page I can preview what my web page looks like I can evaluate what my web page looks like on different devices and suggest/make edits.</p>	<p>Webpage Creations</p> <p>To outline the need for a navigation path</p> <p>I can explain what a navigation path is I can describe why navigation paths are useful I can make multiple web pages and link them using hyperlinks</p>	<p>Webpage Creations</p> <p>To recognise the implications of linking to content owned by other people</p> <p>I can explain the implication of linking to content owned by others I can create hyperlinks to link to other people's work I can evaluate the user experience of a website</p>	
<p>RE</p>	<p>How do Religions create Celebrations?</p>	<p>How do Religions create Celebrations?</p>	<p>How do Religions create Celebrations?</p>	<p>How do Religions create Celebrations?</p>	<p>How do Religions create Celebrations?</p>	<p>How do Religions create Celebrations?</p>	



	To investigate the reasons for celebrations in different cultures, religions and world views	To investigate different ways of celebrating in Islam	To consider the difference celebrations make in the lives of different Christians	To evaluate what is similar and different between two religions	To consider whether it is right to be part of celebrations outside of a group you belong to	To consider how to make an inclusion celebration	
Spanish	Christmas Revision: sports/hobbies, days of the week.	Christmas Revision: sports/hobbies, days of the week.	Christmas Revision: sports/hobbies, days of the week.	Christmas Revision: sports/hobbies, days of the week.	Christmas Revision: sports/hobbies, days of the week.	Christmas Revision: sports/hobbies, days of the week.	Christmas Revision: sports/hobbies, days of the week.
Music	Songwriter Unit Aim: To develop children's ability to compose a song Recorders Christmas concert preparation	Songwriter Unit Aim: To develop children's ability to compose a song Recorders Christmas concert preparation	Songwriter Unit Aim: To develop children's ability to compose a song Recorders Christmas concert preparation	Songwriter Unit Aim: To develop children's ability to compose a song Recorders Christmas concert preparation	Songwriter Unit Aim: To develop children's ability to compose a song Recorders Christmas concert preparation	Songwriter Unit Aim: To develop children's ability to compose a song Recorders Christmas concert preparation	
DT	Electrical Systems: Steady hand Games Children explore what is meant by fit for purpose design and apply this to their own research on children's toys to	Electrical Systems: Steady hand Games Children explore what is meant by fit for purpose design and apply this to their own research on children's toys to	Electrical Systems: Steady hand Games Children identify the components of a 'steady hand game', design their own game and create perspective	Electrical Systems: Steady hand Games Children use nets to create the base blocks of their steady hand games, and decorate them in	Electrical Systems: Steady hand Games Children use nets to create the base blocks of their steady hand games, and decorate them in	Electrical Systems: Steady hand Games Children make and test their circuits and incorporate them into the bases of their games.	



	evaluate their form and function.	evaluate their form and function.	drawings of their design.	line with their design criteria	line with their design criteria		
PSHE	<p>Celebrating Difference</p> <p>Am I Normal?</p> <p>I understand there are different perceptions about what normal means.</p>	<p>Celebrating Difference</p> <p>Understanding Difference.</p> <p>I understand how being different could affect someone's life.</p>	<p>Celebrating Difference</p> <p>Power Struggles.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p>	<p>Celebrating Difference</p> <p>Why Bully?</p> <p>I know some of the reasons why people use bullying behaviours.</p>	<p>Celebrating Difference</p> <p>Admiration Accolades.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p>	<p>Celebrating Difference</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration.</p>	
PE	<p>Volleyball</p> <p>To defend by covering all space. To throw the ball into undefended areas of the court.</p>	<p>Volleyball</p> <p>To learn how to rally consistently with a partner. To identify and throw and hit into space to win a point</p>	<p>Volleyball</p> <p>To play a competitive net game in a team To identify and throw and hit into space to win a point</p>	<p>Volleyball</p> <p>To adapt the principles from similar net games. To use previous strategies learnt to help outwit your opponent.</p>	<p>Volleyball</p> <p>To use previous strategies learnt to help outwit your opponent. To learn how to play with and against another team.</p>	<p>Volleyball</p> <p>To learn how to control a beach ball when hitting it to an opponent. To develop strategies in a competitive game of seated volleyball.</p>	