

YEAR 6	Autumn 1 THE TEMPEST	Autumn 2 EBENEZER SCROOGE	Spring 1 WORLD WAR 2	Spring 2 WORLD WAR 2	Summer 1 LONDON	Summer 2 LONDON
Special Events, days, weeks, festivals, assembly	Number Day	Anti-Bullying Week Diwali Day Victorian Dress-Up Day Inter Faith Day	Safer Internet Week Mental Health Day	World Book Day	.	Sports Day
Visits Visitors	Portsmouth Victory Southampton Boat Show Religious Leader	Victorian Day Forensic Science	Apple Store Avenue St Andrews (Local History Artefacts)	Avenue St Andrews	Cemetery/Graveyard Swimming	London Natural History/Science Museum/Tower of London/ London Eye/Thames Tour Swimming Sports Day
Parent Engagement		Writing Workshop - narrative writing Parents Evening		World War 2 debate (history, geography & RE) Parents Evening		Work Exhibition (Art and DT)
Spoken Language	Can listen and responds appropriately to adults and their peers. Can use relevant strategies to build their vocabulary. Can ask relevant questions to extend their understanding and knowledge. Can use spoken language to develop understanding through speculating, hypothesising, imagining exploring ideas.	Can participate in discussions, presentations, performances, role play, improvisations and debates. Can use relevant strategies to build their vocabulary. Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Can articulates and justifies answers, arguments and opinions.	Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Can articulate and justifies answers, arguments and opinions. Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Can use relevant strategies to build their vocabulary.	Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Can speak audibly and fluently with an increasing command of Standard English eg: <i>Most subject and verb choices agree. (e.g. was/were; did/done).</i> Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Can use relevant strategies to build their vocabulary	Can consider and evaluate different viewpoints, attending to and building on the contributions of others. Can use relevant strategies to build their vocabulary. Can participate in discussions, presentations, performances, role play, improvisations and debates.	Can consider and evaluates different viewpoints, attending to and building on the contributions of others. Can use relevant strategies to build their vocabulary. Can select and use appropriate registers for effective communication. Can gain, maintain and monitor the interest of the listener(s).
English Texts (Reading and Writing)	The Tempest – William Shakespeare (retold by Helen Street: Real Reads)	A Christmas Carol – Charles Dickens (Original text extracts/ graphic novel / film clips / picture book)	1) Beyond the Lines – (LS Animation) 2) Now or Never: A Dunkirk Story - Bali Rai	1) WW2 Public Announcement Leaflets 2) Eileen Weis - Documentary	The Arrival - Shaun Tan	The Other Side of Truth – Beverly Naidoo
Writing Genre	Setting Description : pathetic fallacy (positive vs negative intent) Monologue Narrative alternative ending – dialogue to advance action.	Persuade : Letter- Pay rise (Bob Cratchet) Letter Scrooge Discussion**** – Can someone ever truly change? (2 sides)	Description : D-Day beach landing Narrative : Flash back narrative	Inform : Public Announcement Leaflet Description : BLITZ Eye Witness Account Recount : Memoir	Letter/ Diary collection – different perspectives Poetry : My hometown	Narrative : Discussion**** Report : Newspaper

Grammar and Punctuation	<p>Recap on Y4 content:</p> <ul style="list-style-type: none"> Commas after fronted adverbials Range of punctuation previously taught. <p>Grammar:</p> <ul style="list-style-type: none"> Use of pathetic fallacy to describe a setting and set the atmosphere when writing narrative. Subjunctive form for formal speech eg: If I were... or Were they to... <p><u>Description + Detail Sentence</u> A short clause, a colon, added detail eg: Then he saw it: a pair of eyes</p>	<p>Recap on Y4 content:</p> <ul style="list-style-type: none"> Using and punctuating direct speech <p>Y5 content:</p> <ul style="list-style-type: none"> Commas to indicate parenthesis <p>Grammar:</p> <ul style="list-style-type: none"> Use of the passive voice in sentences: Object + verb + subject eg: The window in the greenhouse was broken (<i>by me</i> is implied) rather than the active voice of subject + verb+ object eg: I broke the window in the greenhouse. 	<p>Y5 content:</p> <ul style="list-style-type: none"> dash to indicate parenthesis <p>Y6 content:</p> <ul style="list-style-type: none"> Use of a hyphen to avoid ambiguity eg: man eating shark – man-eating shark <p>Grammar:</p> <ul style="list-style-type: none"> Use a range of figurative language to enhance descriptions. 	<p>Y5 content:</p> <ul style="list-style-type: none"> Commas to clarify meaning or avoid ambiguity Use bracket, dashes and commas to mark parenthesis. 		
Spelling	<p>Recap: use further prefixes and suffixes and understand the guidance for adding them</p>	<p>Recap: Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Recap: Words with endings sounding like or /ʒə/ ture/sure suffix</p>	<p>Words ending in –ably and –ibly</p> <p>Recap: prefix inter-</p> <p>Homophones/ Near homophones</p>	<p>-ency, -ancy</p> <p>Suffix –ly (the exceptions eg: (2) If the root word ends with –le, the –le is changed to –ly (3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.</p>	<p>Words with the /i:/ sound spelt ei after c</p>	
Story Escape	The Storm-Keeper’s Island – Catherine Doyle	Cogheart - Peter Bunzl	Now or Never: A Dunkirk Story - Bali Rai	When the Sky Falls – Phil Earle	The Boy in the Tower – Polly Ho Yen	The Other Side of Truth – Beverly Naidoo
Banister Book Bear	Black Dog – Levi Pinfold					
Poetry 3 x EXPECTED WRITING JOURNEY 3 x Compliment to Key Texts	<p><i>Song of the Witches from Macbeth - William Shakespeare</i></p>	<p>Narrative Poetry The Listeners - Walter De La Mare The Highway Man – Alfred Noyse Cloud Busting – Malorie Blackman</p>	<p>Blackout Poetry Use a suggested Fiction Text from the topic box to create.</p>		<p>Performance Poetry - Rap Peer Pressure – Karl Nova Overheard in a Towerblock – Joseph Coelho Funky Chickens – Benjamin Zephaniah</p>	
Mathematics	<p>Numbers to 10,000,000 Four Operations on Whole Numbers Fractions</p>	<p>Decimals Measurements</p>	<p>Measurements Word Problems Percentages Ratio Review and Revision</p>	<p>Algebra Area and Perimeter Geometry Position and Direction Position and Movement</p>	<p>Graphs and Averages Negative Numbers SATS Geometry Position and Direction Position and Movement Volume</p>	<p>Graphs and Averages Review</p>
Science	Light	Electricity	Living Things and their Habitats	Evolution	Animals including Humans	Longer Enquiry
Religious Education	<p>Temptation (Is) Making choices inc Humanist</p>	<p>Prophecy: (Ch) Magi</p>	<p>Persecution / Prejudice (all) Religious persecution Holocaust Present day prejudice Community / belonging</p>	<p>Resurrection (Ch) Empty Cross Love</p>	<p>Dukkha (B) The four noble truths</p>	<p>Rules for living (Is) 5 Pillars of Islam 10 commandments Mosque Belonging</p>

History	The Changing Power of Monarchs (Theme of British History NC)		Southampton's Role in the World Wars (Locality)			Legacy of Roman and Greek Art (Theme of British History NC)
Geography		Movement of people and goods		Climate change		Consolidation
Art	<u>Drawing & Sketchbooks</u> 2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks	<u>The Drawing Journey</u> Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	<u>Surface & Colour</u> Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait. Disciplines: Collage, Drawing, Sketchbooks	<u>The Drawing Journey</u> Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	<u>Working in Three Dimensions</u> Brave Colour Exploring how artists use light, form and colour to create immersive environments. Disciplines: Installation Art, Sketchbooks	<u>The Drawing Journey</u> Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.
Design Technology		Automata Toys Mechanisms		Steady Hand Game Electrical Systems		Bridges Structures
Computing	Computing Systems and Networks – Communication and Collaboration	Programming A - Variables in Games	Data and Information - Introduction to Spreadsheets	Programming B - Sensing	Creating Media - 3D Modelling	Creating Media - Web Page Creation
Online Safety	Health, Wellbeing and Lifestyle Managing Online Information	Online Relationships (Anti-bullying week)	Online Reputation Self-image and Identity (Safer Internet Day)	Privacy and Security	Online bullying	Copyright and Ownership
Personal, Social and Health	Families and People who Care for Me	Drugs, Alcohol and Tobacco	Belonging to a Community	Respectful Relationships Consent – Online Relationships Thoughts and Feelings Self-Identity and Image	Growing & Changing	Money & Work
Leader In Me	Families and people who care for me	Drugs, alcohol and tobacco	Belonging to a community	Respectful relationships	Growing and changing	Money and work
Music	Explore and talk about electronic music using music vocabulary. Learn about chords and how chords can be used to add more texture to a piece of music Read, play and sing music notation which includes a mixture of open strings and chords		Learn to read and play strumming patterns when playing chords. Learn about sight reading and will take part in some sight reading exercises. Read, play and sing a 3 layered piece of music to broaden my skills in ensemble playing.		Explore and talk about 'Heroes' by Alessio. Talk about the electronic features of the music before creating our own acoustic version of the song. Produce our own class performance.	
Physical Education	Football / hockey Gymnastics	Dance Dance	Tag rugby Gymnastics	Volleyball Dance	Athletics OAA	Strike and field Athletics
French	Autumn		Spring		Summer	
	Phonetics 3-4 Early Language Teaching	Traditions and Celebrations Intermediate Teaching	Habitats Intermediate Teaching	Clothes Intermediate Teaching	At School Progressive Teaching	At The Weekend Progressive Teaching
	Listening	Speaking	Reading	Writing	Grammar	

	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>
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