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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Literacy | **Writing** Baseline assessmentsSATS 2019 for GPS, Reading amd writing assessment using Lost in the woods short story**Daily (Phonic/SPAG)**Assess yr3/4 5/6 word listsWord classes with a focus on;Noun/expended noun phrasesDeterminers | **Writing** Setting descriptions to create atmosphereVocabulary to create suspenseMetaphor to create imageryGraveyardsRewrite Great Expectations intro**Daily (Phonic/SPAG)**Year 3/4 and 5/6 word listApostrophes  | **Writing** Setting descriptions AssessmentRead info and watch vids on Vic LondonMind map plan of imagery and vocabWrite Victorian London street scene through eyes of a time traveller**Daily (Phonic/SPAG)**ible ableWord classesComplex sentences: starting sentences with verbs  | **Writing** CharacterisationWhat brings characters to lifeInvestigate use of dialogue, posture and action**Daily (Phonic/SPAG)**HyphensUnstressed vowelsRelative clauses | **Writing** CharacterisationComparing film technique to writing: zooming inUsing texts to review dialogue Wonder Years romance scene**Daily (Phonic/SPAG)**‘fer wordsDialogue layoutParenthesis  | **Writing** Characterisation AssessmentPlan from pics and video extractsMeeting and comparing Oliver, Dodger and Fagin**Daily (Phonic/SPAG)**Verb, adj and advMain and subordinate clauses |
| **Mathematics** **White Rose** | **Baseline assessments** | Place value | **Place value** | **Four operations** | **Four operations** | **Four operations** |
| **Science**  |  |   | **Light**How does light travelReflective surfaces and angles of incidence and reflectionShadows and what affects them | **Micro-organsims**Early classification of living things (Linneaus, Darwin)FossilsVirusesYeast and bacteria |
| **Hist/Geog** | **Who were the Victorians and what did they do?**When was the Victorian era?Chronology (timeline using pictures)Key historical figures/events | **Was life as Victorian child as bleak as Dickens made out?** (Fiction often depicts it this way Eg Dickens – why did he?)Day in the life: compare rich/poor (use refence books and photos to compare lives – draw comic strip)Child employment – use statistics to show the dangers of child labour – web links (chrome bks)Orphans’ lives – diary of a day in the workhouse – literacy link | Victorians – street life. Use video re-enactments and pics to write descriptive street scene | **Lanhydrock visit**(Place significant to local history)Victorian housing, artefacts, foodEducation – Victorian day in school |  |  |
| **DT/Art** | Portraits: self portrait using proportions of features and Picasso |   |  |  | Clay gargoyles |  |
| **Computing** | **E safety**Who can you trust? How to stay secure? Who to talk to? |  | **E safety**Design a catchy poster illustrating key learning |  | **E safety**Trusting websites |  |
| **Music** |  | Churanga – Jackson 5 unit |  | Churanga – Jackson 5 unit |  | Churanga – Jackson 5 unit |
| **PE** | Swimming |
| **RE** | **What is Islam?** Removing stereotypes | 5 pillars:Shahadah and SalatHow, where and when Muslims pray. Discuss Mecca, prayer mats, designs.Design mini prayer mat for floor book | SawnDiscuss fasting and why it is done. In prayer book all children to contribute something they feel they could do without and what it would do for them spiritually to fast with this item in mind | ZakahWho would you choose to help with a share of your wealth and why? Picture and comment for floor book | HajjDo other religions go on pilgrimages? Why? | Write a diary from point of view of a Muslim trying to review key aspects of life in association with 5 pillars |
| **PSHE Jigsaw** | Unit 1 |
| **Key Events/Trips** |  |  |  | **Lanhydrock visit** |  |  |

**Medium Term Planning Year 6 – theme: Victorians**