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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Literacy | **Writing**  Baseline assessments  SATS 2019 for GPS, Reading amd writing assessment using Lost in the woods short story  **Daily (Phonic/SPAG)**  Assess yr3/4 5/6 word lists  Word classes with a focus on;  Noun/expended noun phrases  Determiners | **Writing**  Setting descriptions to create atmosphere  Vocabulary to create suspense  Metaphor to create imagery  Graveyards  Rewrite Great Expectations intro  **Daily (Phonic/SPAG)**  Year 3/4 and 5/6 word list  Apostrophes | **Writing**  Setting descriptions Assessment  Read info and watch vids on Vic London  Mind map plan of imagery and vocab  Write Victorian London street scene through eyes of a time traveller  **Daily (Phonic/SPAG)**  ible able  Word classes  Complex sentences: starting sentences with verbs | **Writing**  Characterisation  What brings characters to life  Investigate use of dialogue, posture and action  **Daily (Phonic/SPAG)**  Hyphens  Unstressed vowels  Relative clauses | **Writing**  Characterisation  Comparing film technique to writing: zooming in  Using texts to review dialogue  Wonder Years romance scene  **Daily (Phonic/SPAG)**  ‘fer words  Dialogue layout  Parenthesis | **Writing**  Characterisation Assessment  Plan from pics and video extracts  Meeting and comparing Oliver, Dodger and Fagin  **Daily (Phonic/SPAG)**  Verb, adj and adv  Main and subordinate clauses |
| **Mathematics**  **White Rose** | **Baseline assessments** | Place value | **Place value** | **Four operations** | **Four operations** | **Four operations** |
| **Science** |  |  | **Light**  How does light travel  Reflective surfaces and angles of incidence and reflection  Shadows and what affects them | | **Micro-organsims**  Early classification of living things (Linneaus, Darwin)  Fossils  Viruses  Yeast 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, food  Education – 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 Salat  How, where and when Muslims pray. Discuss Mecca, prayer mats, designs.  Design mini prayer mat for floor book | Sawn  Discuss 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 | Zakah  Who would you choose to help with a share of your wealth and why? Picture and comment for floor book | Hajj  Do 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**