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| **Term**  **Theme** | **WW2** | | | **Rivers** | | | **Ancient Greece** | | | |
| **English** | Recovery Curriculum: off normal curric.  The Boy, the Mole, the Fox and the Horse by Charles Macksey: PSHE Recovery Curric.  The Man Who Walked Between the Towers by Mordical Gerstein – Recovery Curriculum  The Last Alchemist  By Colin Thompson Recovery Curriculum  Boy by Roald Dahl and **(Auto-Biography/Recount)** with the Darkest Hour **(Historial Fiction Film – speeches)**  Defend the Nation:  Goodnight Mr Tom **(Narrative)** | | | The Highway Man by Alfred Noyes **(Narrative Poem)** | | The Viewer by Shaun Tan **(Fantasy Fiction/Picture Book)** | Midsummer Night’s Dream **(Shakespeare)** | | | Perseus and Medusa **(Myths and Legends)** – use alongside Literacy Shed |
| **Class Reader** | Diary of Anne Frank (abridged version) by Anne Frank (CC) | | | The Secret Garden by Frances Hodges Burnett (Literary Heritage) | | | Percy Jackson and the Lightning Thief by Rick Riordan or The Hobbit by Tolkein | | | |
| **Writing Opportunites** | **Recovery Curriculum – short burst writing opportunities:**   * **Slow Writing** * **Post cards** * **Diary entries/eye witness recount** * **Letter** * **Instructions** * **Setting description** * **Conversation** * **Poem** * **Alternative ending** * **Speech** | * Tom and Will’s Diaries * News Bulletin about the War * Survival Guide to Evacuation * Comparison of London and LW * Journalistic Report: Boy kidnapped from hospital * Info Text: Little Wierworld * Description of the trenches * Letters home. * Narrative: Zack’s Story * Persuasion: Shouuld Tom adopt Will * Poem * Non-chron for WWII | | * Graphic Novel – review of the story * Write a review of the poem * Last diary entry of Bess or Highwayman * Last conversation between Bess and HWM * Characterisation – highway man from diff points of view Bess, her dad etc. * Explanation: Who was in the right? * Eye-witness report about events – ‘The Ultimate Price’ * Alternative ending to the narrative poem (as a narrative) * Persuasive Letter to the King: who was on the right side of the law that night? | | * Editing a part of the start – new character * Mum’s Diary * Setting Description with appropriate atmosphere * Instructions on how to escape/use the viewer * News Bulletin – Tristan’s disappearance * Playscript – Q and A reporter and interviewee – leading to dialogue to show characterisation. * Letter to the viewer to let Tristan escape. * Write a continuation from the end of the Viewer (new chapter). * Discussion/Argument: Should the Viewer be destroyed? * Non-chron – Rivers. | * Recount: Bottom’s diary * Description of the forest * Persuasion: advert for magic herb * Persuasion: Wanted poster for Oberon * Slow writing for characterisation – own criteria. * Instructions: Spells * Cast list with descriptions * Discussion: Should Oberon trick Titania? * Conversation between Puck & Oberon (plotting) * Comedy: Write forest scene as a narrative (different genre for MA) * Journalistic report: Oberon at it again! | | * Describe a Greek Hero i.e Perseus - characterisation * Alternative ending to the myth i.e. Perseus fails. * Setting description * Biography about Perseus ~ lifetime achievements * Diary entry of Medusa * Letter to Perseus from either Hades or Zeus post defeat. * Discussion on Greeks? Good or Bad? (considering traditions, warfare, intellect, conquests) * Quest: Greek Myth (invented story – inspired by Lit Shed.) * Travel Brochure: Travel in Time and Explore Ancient Greece. | |
| **Maths**  NOTE: Can Do will differ slightly through year – new scheme trial. | **Year 5**  *Number and the Number System, Counting and Comparing I, Addition and Subtraction, Visualising, Calculating: Multiplication and Division, Shapes.*  **Year 6**  *Numbers and the Number System, Checking etc, Calculating, Calculating: Division, Visualising, Investigating Properties of Shapes, Formulae.*  ***Mop up previous years curriculum as we go/gaps identified through NFER assessments*** | | | **Year 5**  *Exploring fractions, decimals and percentages, Measuring Space, Investigating angles, Calculating fractions, decimals and percentages.*  **Year 6**  *Exploring FDP, Proportional reasoning, Patterns, Measuring Space, Angles, Calculating FDP, Equations, Calculating Space.* | | | **Year 5**  *Calculating Space, Checking etc, Mathematical Movement, Count and compare, Exploring Time, Presentation of Data.*  **Year 6**  *Calculating Space, Measuring Space, Presenting Data, Movement, Secondary Readiness Post SATs.* | | | |
| **Science** | **Electricity** | | **Forces** | **Light** | | **Living things and their Habitiats (Y5 NC)** | **Animals including Humans (Y6 NC)** | | | **Scientists and Inventors – include women and ethnic diversity** |
|  | *Animals including Humans (Y5 NC)* **x 2 whole mornings to be taught by JT – Y6(Curriculum Gap)** | | | *Living Things and their Habitats (Y6 NC)* **x 2 whole mornings to be taught by JT – (Curriculum Gap)** | | | *Properties and Changes of Materials* **x 2 mornings to be taught by JT (Curriculum Gap)** | | | |
| **History** | WW2 – see overview for details | | | Changes through time linked to rivers – local area. | | | Ancient Greece – see overview for details | | | |
| **Geography** | WW2 – see overview for details | | | Rivers – see overview for details | | | Ancienct Greece – see overview for details | | | |
| **Computing** | **E-safety x 2 sessions** | | We are Bloggers | **We are Data Organisers** | | | **We are Authors** | | | |
| **Digital Literacy** | **Digital Literacy:**  **E-Safety (Mandatory)**  Education for a connected World:Privacy and Security, Online reputation, Self-image and identity, Online Bullying(PSHE Links) | | | **Digital Literacy:**  Education for a connected World: Health, well-being and lifestyle, online relationships. Privacy and security (PSHE Link) | | | **Digital Literacy:**  Education for a Connected World: Copyright and ownership, Online relationships (PSHE Link), Privacy and managing information online, identity and security. | | | |
| **RE** | U2.11: Why do some people believe in God and some people not? | | U2.6: For Christians, what kind of king is Jesus? | U2.7: Why do Hindu’s try to be good? | | U2.5: What do Christians believe did to ‘save’ people? | U2.8: What does it mean to be a Muslim in Britain today? | | | U2.12: How does faith help when life gets hard? |
| **MFL** | Revision of Core Y3/4 Units | | Family | Actions | | Hobbies | A Weekend with Friends | | | Revision and applying skills |
| **Art** | Etching/Printing/Charcoal  Art: Kaethe Kollwitz | | | Water Colours and Pastels  Art: Monet (modern/impressionist) | | | Sculpture  Art: Greek Pottery with story etched in and create mythical creature | | | |
| **DT** | Design a circuit with buzzers to convey a morse code. | | | Textiles river using tie-dye, textures, sewing and printing. | | | Food- making pittas and dips | | | |
| **Music** | Charanga: Dancing in the Street Y5 | | Charanga: Happy Y6 | Charanga: You’ve got a friend Y6 | | | Whole Class Tuition or Charanga: Classroom Jazz | | | |
| **Whole Class Violin - Music and instruments provided by Glos Music Company will take the place of units for 10 weeks.** | | | | | | | | | |
| **PSHE** | **Personal responsibility/** | | **Peer Mediation** | | **Citizenship** | **Financial Capabilities and Social Issues** | **British Values** | **SRE** | | |
| **PE** | **Prostars: Hockey**  **CT: Yoga** | | **Prostars: Netball**  **CT: Circuits** | | **Prostars: Tag Rugby**  **CT: Gymnastics** | **Prostars: Football**  **CT: Athletics** | **Prostars: Basketball or Dodgeball**  **CT: Swimming** | | **Prostars: Cricket**  **CT: Swimming** | | |
| **Additional Yoga will be for a term each in the academic year.** | | | | | | | | | |