|  |  |  |  |
| --- | --- | --- | --- |
| **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 CurriculumThe Last Alchemist By Colin Thompson Recovery CurriculumBoy 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/CharcoalArt: Kaethe Kollwitz | Water Colours and PastelsArt: Monet (modern/impressionist) | SculptureArt: 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.** |