

	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk 7
Word reading	1:1 reading for focus children Individual quiet reading sessions						
Reading pleasure	Library visits Featured Author – Malorie Blackman Books home, recommendations to peers						
Reading understanding	Weekly Reading Workshop Focus: *Reading with fluency and intonation. *Determining the meaning of unfamiliar words to improve understanding of a sentence. *Scanning texts to identify and retrieve key information. *Making inferences and justifying these with evidence. *Commenting on author’s language choice						
Reading discussion	Reading Together: class choice from Malorie Blackman selection (class novel) Book to Treasure: Chosen from class collection (Evolution and Darwin) Links to Science (lesson 4)						
Reading specific skills	Read with fluency and intonation. Focus on vocabulary, prediction, retrieval and summarising key information. Make inferences and discuss author’s language choice.	Read with fluency and intonation. Focus on vocabulary, prediction, retrieval and summarising key information. Make inferences and discuss author’s language choice SAT’s practice	Poetry SAT’s practice	Read with fluency and intonation. Focus on vocabulary, prediction, retrieval and summarising key information. Make inferences and discuss author’s language choice	Read with fluency and intonation. Focus on vocabulary, prediction, retrieval and summarising key information. Make inferences and discuss author’s language choice SAT’s Practice	Poetry SAT’s practice	Fluency and intonation, vocabulary, explain & retrieve Understanding structure and organisation of texts – inc. language features (non-fiction)
Writing	Balanced argument (3 weeks) <i>Evacuation – what is evacuation? Pros/cons.</i> <i>Links to enquiry question from WW2 history unit in Aut 1.</i>			Narrative (4 weeks) <i>Short video: Fox and Mouse</i> Retell the scenes from the video clip focusing on building up suspense and speech.			
Spelling	i before e	Use of the hyphen (co- and re-)	Double consonants		Suffixes and prefixes		Spellathon
SPAG	Conjunctions	Adjectives	Adjectives	Adverbs	Adverbials	Pronouns	Prepositions & prepositional phrases
Maths (Mrs Heron)	Calculating with decimals		Fractions – FDP equivalence, finding fractions and percentages of numbers & quantities				Geometry: draw & measure angles

Maths (Mrs Lawson)	Calculating with fractions (adding, subtracting, multiplying and dividing)			Area and BIDMAS			
Science	Mouldy bread competition <u>Evolution & inheritance introduction</u>	<u>Evolution & inheritance 1</u> Environmental vs inherited characteristics (Dog breeding)	<u>Evolution & inheritance 2</u> Variation in characteristics (Arm span & height)	<u>Evolution & inheritance 3</u> Adaptation	<u>Evolution & inheritance 4</u> Evolution and cladograms Darwin & Wallace	<u>Evolution & inheritance 5</u> Evolution of the whale	<u>Evolution & inheritance 6</u> Fossils and Mary Anning
History	<u>Geography: Trade 6</u> Highest value export	<u>Anglo-saxons & Vikings 1</u> Invaders & settlers – timeline (Romans, Anglo-Saxons, Vikings, Normans)	<u>Anglo-saxons & Vikings 2</u> Where did the Anglo-Saxons & Vikings come from? Why did they come to Britain?	<u>Anglo-saxons & Vikings 3</u> What were the dilemmas linked to invaders and settlers coming to Britain?	<u>Anglo-saxons & Vikings 4</u> Viking invasion of Lindisfarne	<u>Anglo-saxons & Vikings 5</u> Struggles between Anglo-Saxons & Vikings Case study: Alfred the Great	<u>Anglo-saxons & Vikings 6</u> Struggles between Anglo-Saxons & Vikings Case study: Ethelred
							<u>Anglo-saxons & Vikings 7</u> Answering the enquiry question: What problems did the Anglo-Saxons and Vikings have and how did they resolve these?
Computing	We are market researchers – (6.3) Forms Introduction to Google Forms Add images to Google Forms Generate questions for our app survey to gauge what potential customers would like in an app	We are market researchers – (6.3) Forms Create a survey to find out information about 'Our app'	We are market researchers – (6.3) Forms Make survey reader ready and post to Year 3 Plan interviews for Year 2	We are market researchers – (6.3) Forms Interview year 2	We are market researchers – (6.3) Collate information Analyse survey and interview information and present findings		
Creative Art/ DT							

Music	Taught by Gateshead Music Service						
PSHE	<u>Y6 Safe Relationships (carried over)</u> Consent in different situations	<u>Y6 Physical health and well-being</u> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	<u>Y6 Physical health and well-being</u> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	<u>Y6 Belonging to a Community</u> To know and understand the terms – stereotypes, prejudice and discrimination	<u>Y6 Belonging to a Community</u> To know and understand the terms – stereotypes, prejudice and discrimination	<u>Y6 Belonging to a Community</u> To recognise acts of discrimination and know strategies to safely respond to and challenge discrimination	<u>Y6 Belonging to a Community</u> Diversity and inclusion
PE	Circuit training Forest school	Circuit training Forest school	Circuit training Forest school	Circuit training Gymnastics	Circuit training Gymnastics	Circuit training Gymnastics	Circuit training Gymnastics
RE						To understand similarities and differences between religious and non-religious weddings	To know significant parts of a Muslim wedding
Special days and events							