










	<p>reading and understanding of what they read through:</p> <p><i>Shared class reading approaches (Talk Detectives) and independent AR reading linked to reading ages and ability levels.</i></p> <p>SATS PAPER REVISION</p>	<p>reading and understanding of what they read through:</p> <p><i>Shared class reading approaches (Talk Detectives) and independent AR reading linked to reading ages and ability levels.</i></p> <p>Continuing to read and discuss an increasingly wide range of fiction</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Providing reasoned justifications for their views</p>	<p>reading and understanding of what they read through:</p> <p><i>Shared class reading approaches (Talk Detectives) and independent AR reading linked to reading ages and ability levels.</i></p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>☑ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>	<p>reading and understanding of what they read through:</p> <p><i>Shared class reading approaches (Talk Detectives) and independent AR reading linked to reading ages and ability levels.</i></p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>reading and understanding of what they read through:</p> <p><i>Shared class reading approaches (Talk Detectives) and independent AR reading linked to reading ages and ability levels.</i></p> <p>SATS PAPER REVISION</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>identifying how language, structure and presentation contribute to meaning</p>	<p>reading and understanding of what they read through:</p> <p><i>Shared class reading approaches (Talk Detectives) and independent AR reading linked to reading ages and ability levels.</i></p>
<p><b>Reading (continued...)</b></p>	<p><b>READING non-negotiable whilst looking at NC statements above</b></p> <p>Reading Toolbox underpins all Talk Detective Lessons through the teaching of</p>	<p><b>READING non-negotiable whilst looking at NC statements above</b></p> <p>Reading Toolbox underpins all Talk Detective Lessons through the teaching of</p>	<p><b>READING non- READING non-negotiable whilst looking at NC statements above</b></p> <p>Reading Toolbox underpins all Talk Detective Lessons through the teaching of</p>	<p><b>READING non-negotiable whilst looking at NC statements above</b></p> <p>Reading Toolbox underpins all Talk Detective Lessons through the teaching of</p>	<p><b>READING non-negotiable whilst looking at NC statements above</b></p> <p>Reading Toolbox underpins all Talk Detective Lessons through the teaching of</p>	<p><b>READING non-negotiable whilst looking at NC statements above</b></p> <p>Reading Toolbox underpins all Talk Detective Lessons through the teaching of</p>

	<p>the following throughout the year:</p> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Inference</li> <li>- Summary</li> <li>- Explain</li> <li>- Empathy</li> <li>- Predict</li> <li>- Vocabulary</li> </ul> <p>Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.</p> <p>Genre types are wide ranging and supplement knowledge gain for the writing curriculum</p>	<p>the following throughout the year:</p> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Inference</li> <li>- Summary</li> <li>- Explain</li> <li>- Empathy</li> <li>- Predict</li> <li>- Vocabulary</li> </ul> <p>Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.</p> <p>Genre types are wide ranging and supplement knowledge gain for the writing curriculum</p>	<p>the following throughout the year:</p> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Inference</li> <li>- Summary</li> <li>- Explain</li> <li>- Empathy</li> <li>- Predict</li> <li>- Vocabulary</li> </ul> <p>Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.</p> <p>Genre types are wide ranging and supplement knowledge gain for the writing curriculum</p>	<p>the following throughout the year:</p> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Inference</li> <li>- Summary</li> <li>- Explain</li> <li>- Empathy</li> <li>- Predict</li> <li>- Vocabulary</li> </ul> <p>Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.</p> <p>Genre types are wide ranging and supplement knowledge gain for the writing curriculum</p>	<p>the following throughout the year:</p> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Inference</li> <li>- Summary</li> <li>- Explain</li> <li>- Empathy</li> <li>- Predict</li> <li>- Vocabulary</li> </ul> <p>Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.</p> <p>Genre types are wide ranging and supplement knowledge gain for the writing curriculum</p>	<p>the following throughout the year:</p> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Inference</li> <li>- Summary</li> <li>- Explain</li> <li>- Empathy</li> <li>- Predict</li> <li>- Vocabulary</li> </ul> <p>Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.</p> <p>Genre types are wide ranging and supplement knowledge gain for the writing curriculum</p>
<b>Writing</b>	 <p><b>Power of Reading</b>  <u>Based on 2/3 week cycles of work (independent piece of writing to finish)</u>  <b>Block 1</b>  Narrative - Horror</p> <p><b>Block 2</b>  Balanced Argument</p>	 <p><b>Power of Reading</b>  <u>Based on 2/3 week cycles of work (independent piece of writing to finish)</u>  <b>Block 1</b>  Newspaper article x 3 weeks</p> <p><b>Block 2</b>  Narrative – flash back x 3 weeks</p>	 <p><b>Power of Reading</b>  <u>Based on 2/3 week cycles of work (independent piece of writing to finish)</u>  <b>Block 1</b>  Narrative – dialogue to progress writing x 3 weeks</p> <p><b>Block 2</b>  Diary extract – First day of journey/last day of journey x 2 weeks</p> <p><b>Block 3</b></p>	 <p><b>Power of Reading</b>  <u>Based on 2/3 week cycles of work (independent piece of writing to finish)</u>  <b>Block 1</b>  Emotive speech x 2 weeks</p> <p><b>Block 2</b>  Letter of application(formal) x 2 weeks</p> <p><b>Block2</b>  Narrative – contrast (then to now)</p>	 <p><b>Power of Reading</b>  <u>Based on 2/3 week cycles of work (independent piece of writing to finish)</u>  <b>Block 1</b>  Narrative – problem resolution x2</p> <p><b>Block2</b>  Newspaper article x2</p> <p><b>Block 3</b>  Persuasion</p>	 <p><b>Power of Reading</b>  <u>Based on 2/3 week cycles of work (independent piece of writing to finish)</u>  <b>Block 1</b>  Narrative (Creative language) – problem resolution</p> <p><b>Block 2</b>  Non-chronological Report</p>

<b>Writing Across the Curriculum</b>	Fact File – Plague - Eyam	Instructional writing – DT Poetry – History	Information text – Period of Art	Biography – James Wordie/Shackleton (different perspectives)	Fact File – Science – function of a the CV system/benefots of exercise	Information Text – Environmental effects of coal mining
<b>Handwriting</b>	Handwriting embedded into all lessons and interventions in place for those who need support.	Handwriting embedded into all lessons and interventions in place for those who need support.	Handwriting embedded into all lessons and interventions in place for those who need support.	Handwriting embedded into all lessons and interventions in place for those who need support.	Handwriting embedded into all lessons and interventions in place for those who need support.	Handwriting embedded into all lessons and interventions in place for those who need support.
<b>Spelling and Grammar Focus</b>	Overview of KS2 curriculum for SATS	Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order	Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order	Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order	Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order	Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order
<b>Speaking and Listening Focus</b>	Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Listen and respond appropriately to adults and their peers;  Ask relevant questions to extend their understanding and knowledge;	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;  Participate in discussions, presentations, performances, role-play, improvisations and debates	NA – SATS TERM	Extending or strengthening previously taught skills as a result of previous assessment.
<b>Maths</b>	<b>Theme</b> <b>Number – number and place value</b> <hr/> <b>Number – addition, subtraction, multiplication and division</b>	<b>Theme</b> <b>Number – fractions</b> <hr/> <b>Geometry – position and direction</b>	<b>Theme</b> <b>Number – fractions (including decimals and percentages)</b> <hr/> <b>Algebra</b>	<b>Theme</b> <b>Measurement – imperial and metric measures</b> <hr/> <b>Measurement – perimeter, area and volume</b> <b>Ratio and proportion</b>	<b>Theme</b> <b>Geometry – properties of shapes</b> <hr/> <b>Number – number and place value</b>	<b>Theme</b> <b>Statistics</b>
<b>Science Focus</b>	Electrifying	Classification	Evolution and Inheritance	Healthy Bodies	Light	The Titanics
<b>RE</b>	Beliefs and Moral Values – Islam Does belief in Akhirah (life after death) help Muslims lead good lives.	Beliefs and Practices - Islam. What is the best way for a Muslim to show commitment to God?  Visit to a Mosque	Beliefs and Meaning – Christianity. Is anything ever eternal?	Christmas Incarnation – Christianity. Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Easter Gospel – Christianity. Is Christianity still a strong religion 2,000 years after Jesus?	Beliefs and Moral Values – Islam Does belief in Akhirah (life after death) help Muslims lead good lives.
<b>PSHE</b>	Relationships	Being Me in My World	Dreams and Goals	Celebrating Difference	Healthy Me	Changing Me

<b>History</b>	6 hours Village of Eyam and how this was effected by the plague	9 hours The Second World War How children's lives were effected as a result of WW2. Rationing. The Blitz. VE-Day Nato/United Nations today	9 hours Mayans and how their civilisation linked to the Egyptians	8 hours Antarctic Exploration Explorers at the turn of the 20 <sup>th</sup> century. Social class differences and opportunities linked to these (why was Shackleton's journey a better option than war?)	4 hours Family Tree Local history study	4 hours Coal mining in the locality and how this compares to life today
<b>Geography</b>	2 hours Human and physical characteristics and how understand how some of these aspects have changed over time. 8 points of a compass to navigate	3 hours Human geography, cities of the UK – link to WW2 theme by considering how the characteristics of some UK locations made them targets for bombing.	0hours	4 hours Locational knowledge Features of the Polar regions Why was/is the journey to the South Pole challenging? Projected map of Britain as a result of rising sea levels.	4 hours Projected map of Britain as a result of rising sea levels.	4 Human and Physical features Coordinates Aspects of Volcanoes
<b>Music</b>	Happy  Pop/ Motown	You've Got A Friend	Benjamin Britten – A New Year Carol	Classroom Jazz 2  'Jazz, Latin, Blues'	I'll Be There 'The Music of Michael Jackson'	Reflect, Rewind and Replay
<b>ICT</b>	Isafe	iProgram	IProgram2	iNetwork	IApp1	Iapp2
<b>Art</b>	DT Focus  ADDITIONAL Islamic art	DT Focus	<b>Art Focus</b> <b>Day of the Dead</b>  Large scale, collaborative, Mexican art mask making for the Mexican Festival using recycle materials. Choose bright vivid colours and patterns.  	Art Focus  Use of shading and tone in the style of the illustrations from Shackleton's Journey Choose from limited colours to produce a specific effect (frozen/ cold)	<b>Art Focus</b>  <b>Levi Pinfold</b> – Use of shading, smudging and tone in the style of the illustrations from 'The Song From Somewhere Else'	DT Focus

			<a href="https://www.youtube.com/watch?v=Uxja2UmeKlk">https://www.youtube.com/watch?v=Uxja2UmeKlk</a>			
<b>DT</b>	Making a moving model using hydraulics	Food Tech 'Come Dine With Me' using WW2 rations				Board Game inspired by Alchemy Island  Model making - Volcano
<b>PE Focus</b>	Physical challenges / Athletics	Competitive Games	Dance	Gymnastics/Dance	Outdoor adventure, orienteering	Swimming
<b>MFL Focus - FRENCH</b>	Prepositions Furniture	Classroom routines Recap simple negative form	Occupations Playing games – useful phrases to use	Clothes recapped Family members recapped Justifying opinions	Types of dwellings Rooms in a house Adjectives	The verb to go Holidays Covering all previous content
<b>Additional Curriculum enrichment opportunities</b>	Y6 Boosters  *Potential Art Project linked to the Nottingham Gallery	Y6 Boosters  *Potential Art Project linked to the Nottingham Gallery	Y6 Boosters  *Potential Art Project linked to the Nottingham Gallery	Y6 Boosters  *Potential Art Project linked to the Nottingham Gallery	Y6 Boosters  *Potential Art Project linked to the Nottingham Gallery	Activities Week LEAD Athletics Sports' Day  *Potential Art Project linked to the Nottingham Gallery
<b>Fundamental British Values</b>	<b>Individual liberty Tolerance and Respect</b> Individual liberty – the right to achieve. Tolerance and respect – enabling others to achieve.	<b>Democracy Individual liberty Tolerance and Respect Rule of Law</b> Tolerance of other beliefs and religions. Respecting people right to vote. Individual liberty – the right to be free to choose one's own path in life. Rule of Law – national and international laws and treaties.	<b>Democracy Individual liberty Tolerance and Respect</b> Establish class rules Elect school council members Respecting the views of others RE tolerance of beliefs and other cultures. Individual liberty – the right to believe	<b>Democracy Individual liberty Tolerance and Respect</b> Individual liberty – pursuing goals. Tolerance and respect – working within a team to achieve success. Democracy – electing a leader.	<b>Rule of Law Tolerance and Respect</b> Tolerance and respect – treating people fairly and with dignity. Rule of Law – cyber bullying	<b>Democracy Rule of Law Individual liberty</b> Rule of Law – The Paris Agreement Democracy – end of year celebration decision making.