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| **Date** | **Week 1**  Week beg: 21.03.25 | **Week 2**  Week beg: 28.04.25 | **Week 3**  Week beg: 05.05.25 | **Week 4**  Week beg: 12.05.25 | **Week 5**  Week beg: 19.05.25 |
| **Focus Texts** | ***Harry Potter and the Philosopher’s Stone*** | ***Carrie’s War*** | ***Carrie’s War*** | ***Carrie’s War***  ***SATs Week*** | ***Carrie’s War***  ***Residential*** |
| **LITERACY**  **Class Book**  *Carrie’s War*  Handwriting | **Non-fiction:**  **Explanation text.**  **Children to plan their writing.**  Independent write  Children will complete writing their explanation. Challenge: Can they use a colon and a semi colon in a list and to separate two independent clauses.  Use a range of conjunctions, subordinating, coordinating and conjunctive.  Create cohesion.  Children to proofread and edit their work  .  Joined handwriting | **Fiction: Narrative**  **To write an evacuee story**  **Identify themes from a novel**  Children use the openers and vocab on Resource 2d to build a response to the questions, based upon the ideas developed in their notes. Children write in paragraphs.  children are to collect notes about the setting for Carrie’s War from the identified sections of the novel.  Children to write two paragraphs about Nick. Each paragraph should be based upon a different question and should open with an appropriate quote.  Children complete Resource 5d by writing 5 comments about Mr Evans from 5 different character perspectives.  Joined handwriting | **Fiction: Narrative**  **To write an evacuee story**  Children complete Resource 6d (three paragraphs). Children to carefully consider the order they should write the paragraphs and number these accordingly.  Write a letter in the voice of Nick.  Children work with a partner to complete Resource 8c with their own chosen contrast subject.  Children write a description of Hepzibah’s kitchen, ensuring that they vary their sentences and select appropriate, vocabulary related to their theme. Children also use appropriate figurative devices.  Children write a contrasting description of a room in the Evans’ home  Joined handwriting | SATs | **Non-Fiction**  **To write an evacuee story**  Children to complete a row of the table for each of the three texts. Children to include as many details as they can find about the evacuees, the new location and the host families.  Working independently, children carefully consider their character and complete their table.  Joined handwriting – warm-up |
| **Intervention**  **CH and LM** | *Handwriting- Daily*  *Reading comprehension 30 min session.* | *Handwriting- Daily*  *Reading comprehension 30 min session.* | *Handwriting- Daily*  *Reading comprehension 30 min session.* | *SATs* | *Handwriting- Daily*  *Reading comprehension 30 min session.* |
| **SPAG**  **Spelling Shed** | SPaG -  Lesson 24  Words beginning with acc | SPaG –  Sentence openers  Conjunctions  Conjunctive adverbaials  Quotations  Lesson 25  Suffix ably | SPaG  Figurative devices  Simile  Metaphor  Expanded noun phrases  Lesson 26  Suffic ible | SPaG – SATs  Lesson | SPaG -  Lesson 27  Suffix ibly |
| **VIPERS** | **Ability groups**  Year 6 SATs papers | **Ability groups**  Year 6 SATs papers | **Ability groups**  Year 6 SATs papers | **Ability groups** | **Ability groups** |
| **NUMERACY**  White Rose | **Fractions, decimals and percentages.**  Fractions as division Understand percentages Fractions to percentages. Equivalent fractions, decimals and percentages | **Fractions, decimals and percentages.**  Order fractions, decimals and percentages  Percentage of an amount – one step  Percentage of an amount – multi-step  Percentages – missing values | **Area perimeter and volume.**  Shapes – same area Step 2 Area and perimeter Step 3 Area of a triangle – counting squares Step 4 Area of a right-angled triangle Step 5 Area of any triangle Step 6 Area of a parallelogram Step 7 Volume – counting cubes Step 8 Volume of a cuboid. | SATs  **Reasoning revision** | **Statistics**  Line graphs  Dual bar |
| **SCIENCE**  Grammarsaurus  ***Evalution*** | Plant adaptation  This differentiated science lesson focuses on how plants are adapted to suit the environmental conditions in which they live. | Evolution adaptation  This differentiated science lesson focuses on how animals are adapted to suit the environmental condition in which they live. | Natural selection  This differentiated science lesson focuses on the process of natural selection and how this leads to evolution | *SATs* | Charles Darwin  In this lesson, children will learn how Darwin observed how the shape of a finches’ beak, was adapted to its environment. |
| ***History WW2***  ***Key Stage 2 History*** | To develop an understanding of WW2;  Why did Britain have to go to war 1939? if the First World War had been such a bloody war, did Britain go to war again just 20 years after the First World War had ended? | Why was it necessary for children to be evacuated? Was evacuation as happy as the BBC’s Eric the Evacuee suggests? Pupils grow to understand the reasons why we have so many photos of smiling evacuees when the reality was sometimes quite different | Evacuation enquiry links with numeracy / satistics  Eric the Evacuee | SATs |  |
| **Art/D and T** |  |  |  | WAR 2 Project |  |
| **COMPUTING**  Digital Learning Cornwall | *3D shape in a space* | *3D shape in a space* | *3D shape in a space* |  | *3D shape in a space* |
| **French**  Grammarsaurus |  |  |  |  |  |
| **MUSIC** | To be planned and delivered by Annette |  |  |  |  |
| **P.E**  Leap into life | To be planned and delivered by Rossi |  |  |  |  |
| **R.E – Christianity**  Cornwall Agreed Syllabus  Christianity |  | *What kind of King is Jesus?*  *U2.6 Cornwall Syllabus* | What kind of King is Jesus?  U2.6 Cornwall Syllabus |  | *What kind of King is Jesus?*  *U2.6 Cornwall Syllabus* |
| **Personal Development**  Jigsaw  Relationships  FBV –  *Mutual Respect* | *I can identify the most significant people to be in my life.*  *Know how it feels to have people who are special to them.* | *I know some of the feelings we can have when someone leaves of dies. Know of some strategies to manage feelings associated with loss.* | *I understand that there are different stages of grief.*  *Recognise when I am feeling those emotions and have strategies to manage them.* |  | *I can recognise when people are trying to gain power.*  *Demonstrate ways I could stand up for myself in situations.* |
| **Celebration of work** |  |  |  |  |  |