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| **Date** | **Week 1**  Week beg: 02.06.25 | **Week 2**  Week beg: 09.06.25 | **Week 3**  Week beg: 16.06.25 | **Week 4**  Week beg: 23.06.25 | **Week 5**  **Move up**  Week beg: 30.06.25 |
| **Focus Texts** | ***Carrie’s War*** | ***Carrie’s War*** | ***Diary or Anne Frank*** | ***Diary of Anne Frank*** |  |
| **LITERACY**  **Class Book**  *Carrie’s War*  *Diary of Anne Frank*  Handwriting | **Fiction: Narrative**  **To write an evacuee story**  Create a comic strip to show a typical day in the life of the lighthouse keeper character in war time.  Children to complete a ‘day in the life of’ account of their lighthouse keeper character. This must be written in first person and present tense and use the writing prompts to help convey a sense of routine.  Children organise their jottings into bullet point notes on copies of Resource 16e and 16f.  Children to write a short setting description of the host’s home as though walking through it.  Give children an additional opportunity to discuss and develop ideas for an important find in the present-day.  Joined handwriting | **Fiction: Narrative**  **To write an evacuee story**  Complete sequenced bullet-point notes for all green box sections of Resource 16b (i) and (ii) so that they have a detailed plan of the story they will write.  Children work independently to write the next section of the story (the ‘Evacuees find their new life very hard’ section).  Children write the beginning of their story.  Children write the middle of their story.  Children write the major event and end of their story.  Children complete the present-day sections of their plan  Joined handwriting | **Autobiography**  Children will colour code and find evidence of some of the different features of an autobiographical text.  Children to work with a partner and improve the sentences (on Resource 2c) by adding a selection of appropriate adverbials.  Children to write sentences using appropriate conjunctive adverbs.  Children will imagine they are Megan and will write a series of past tense sentences about what happened when they were bitten by the snake.  Children are to identify the formal words and phrases and change them into informal words or phrases  Joined handwriting | **Autobiography**  Children to create a plan for their autobiography on an enlarged copy.  Children to write their introductory paragraph, remembering to write with an informal tone.  Children are to start writing about their time in Reception class and Key Stage 1.  Children will continue writing the Key Stage 2 content of their autobiography using their completed plan.  Children to edit their work using the questions on the editing sheets on Resource 10b (i-iv).  Joined handwriting |  |
| **Intervention**  **CH and LM** | *Handwriting- Daily*  *Guided reading 30 min session.* | *Handwriting- Daily*  *Guided reading 30 min session.* | *Handwriting- Daily*  *Guided reading 30 min session.* | *Handwriting- Daily*  *Guided reading 30 min session.* |  |
| **SPAG**  **Spelling Shed** | SPaG -  Tense  sequence  Lesson 28  Suffixes ent and ence | SPaG –  KS2 punctuation  Inverted commas  Exclamation marks  Lesson 29  Words ending in or, er and ar | SPaG  Past tense  Adverbials  Formal and informal words  Lesson 30  Words ending in ly | SPaG –  KS 2 punctuation  Lesson 31  Adjectives used to describe settings |  |
| **VIPERS** | **Ability groups**  WW2  Chamberlain’s Speech | **Ability groups**  WW2  Chamberlain’s Speech | **Ability groups**  WW2  Chamberlain’s Speech | **Ability groups**  WW2  Chamberlain’s Speech |  |
| **NUMERACY**  White Rose | **Statistics**  Read and interpret pie charts  Pie charts with percentages Draw pie charts Step 6 The mean average. | **Shape**  Measure and classify angles  Calculate angles Vertically opposite angles  Angles in a triangle Angles in a triangle – special cases | Shape  Angles in a triangle – missing angles  Angles in a quadrilateral  Angles in polygons | Position and direction  The first quadrant  Read and plot points in four quadrants  Solve problems with coordinates Translations Reflections |  |
| **SCIENCE**  Grammarsaurus  ***Evalution*** | Sex Education/personal development.  I am aware of my own self-image I know how to develop my self esteem | Sex Education/personal development. I can express how I feel about the changes that will happen to me during puberty | *Sex Education/personal development. Reproduction I know how I feel when I reflect on the development of birth.* | *Sex Education/personal development. Reproduction Videos x 3* |  |
| ***History***  *WW2*  *Key Stage 2 history* | How was Britain able to stand firm against the Germans? | Why was Britain rationed? | End of topic play WW2  Children to write play parts fro their group and perform. | End of topic play WW2 Children to write play parts fro their group and perform. |  |
| **Art/D and T** |  |  |  | WAR 2 Project |  |
| **COMPUTING**  Digital Learning Cornwall |  |  |  |  |  |
| **French**  Grammarsaurus |  | Routine  Talk about my daily routine | Routine  Talk about my daily routine | Routine  Talk about my daily routine |  |
| **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 |  | *How does faith help people in Cornwall when life gets hard. U2.12* | How does faith help people in Cornwall when life gets hard. U2.12 | *How does faith help people in Cornwall when life gets hard. U2.12* |  |
| **Personal Development**  Jigsaw  Relationships  FBV –  *Mutual Respect* | *I am aware of my own self image* | *I can explain how boys’ and girls’ bodies change puberty.* | *Sex Education/ science Reproduction.* | *Sex Education/science Reproduction* | *.* |
| **Celebration of work** |  |  | Presentation of home challenges. | WW2 Play  Parents invited into school to watch |  |