



Literacy Genres

Non-chronological reports - trench life
Recounts - trenches
Letters - letters home



Reading

Themes

WW1 fiction and non-fiction

Focus from School Improvement Plan

WRITING at greater depth



Numeracy

Place value
Addition and subtraction
Multiplication and division
BODMAS

CLASS: 5 YEAR GROUP:6

MEDIUM TERM PLANNING OVERVIEW

TERM: Autumn

NUMBER OF WEEKS: 7

THEME: WW1/Explorers

FABULOUS

FINALE!

Assembly

WOW STARTER!

Treasure hunt
exploring Barkby

LINKS TO BRITISH VALUES

Democracy: pupil elections for prefects

Rule of Law: 5 Golden Rules TRUST

Individual Liberty: Was the War worth it?

Mutual Respect:

Tolerance:

ASSEMBLY THEMES

Language of The Month

See website

DISPLAY IDEAS

propaganda posters

French Visit

Social Development: Fellowship

Moral Development:

Spiritual Development:

Cultural Development: French Trip

EYFS CURRICULUM AREA		YEAR GROUP 6 THEME
Personal, Social & Emotional Development	 Citizenship	5 Golden Rules -TRUST
Physical Development	 PE	Invasion Games
Understanding The World	 Science	<p>I can recognise that living things have changed over time and that fossils provided information about living things that inhabited the earth millions of years ago. I</p> <p>I can recognise that living things produce offspring that are the same but not identical and give reasons why offspring are not identical to their parents.</p> <p>I can explain the process of evolution with evidence. I can explain how animals and plants are adapted to suit their environment.</p> <p>I can explain how some living things adapt to survive in extreme conditions.</p> <p>I can analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four.</p> <p>I can describe how living things are classified into broad groups based on common features and similarities, including micro-organisms, plants and animals.</p> <p>I can create and use a classification key.</p>
	 Geography/History	<p>I can use an OS map to answer questions.</p> <p>I can recognise key symbols using OS maps.</p> <p>I can confidently explain scale and use scaled maps with a range of scales.</p> <p>I can investigate a significant turning point in British History.</p> <p>I can say where a period of history fits on a timeline.</p> <p>I can place a specific event on a timeline by decade.</p> <p>I can place features of historical events in a chronological framework.</p> <p>I can summarise the main events of a specific period in history, explaining the order in which</p>

		<p>events happened.</p> <p>I can suggest why there may be different interpretations of events.</p> <p>I can look at two different versions and say how the author may be attempting to persuade or give a specific view point.</p> <p>I can identify and explain my understanding of propaganda.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can describe features of historical events.</p> <p>I can suggest relationships between causes and history.</p> <p>I can accurately use four grid references.</p> <p>I can explain how human activity has caused an environment to change.</p> <p>I can compose my own historical questions.</p>
	 RE	<i>Focus next term</i>
	 ICT	<p>I can use search engines using key words</p> <p>I can use complex search engine using such as '+' 'or' "Find the phrase in inverted commas"?</p> <p>I can compare the information provided on two tabbed websites looking or bias and perspective.</p>
Expressive Arts & Design	 Art/DT	<p>I can combine graphics and text base research of commercial design, for example magazines etc to influence the layout of my sketchbook.</p> <p>I can use software packages to create pieces of digital art to design.</p>
	 Music	<i>Focus next term</i>
	 French	<p>I can say and repeat single words in short and simple phrases.</p> <p>I can answer simple questions and give basic information.</p> <p>I can ask simple questions and talk about my interests.</p>