





# Curriculum | Medium Term Plan – Autumn 2021

<b>Challenge Pack:</b>	<b>Conflicts and Causes – How can we capture first hand perspectives of conflicts so that we can learn lessons from the past</b>	<b>Challenge outcome:</b>	Children will create a series of short episodes to act out or perform various aspects of conflicts learned about.	<b>NC Year:</b> <b>Length of term:</b>	6 14
<b>Summary</b>	<b>Horrid Histories – short episodes explaining different conflicts.</b>	<b>Hook:</b>	Children will visit RAF Cosford to experience what it was like in Britain during the Blitz by exploring air raid shelters and evacuation procedures.		
<b>Key texts:</b>	<b>Fiction:</b> Goodnight Mister Tom & Boy in the striped pyjamas.  <b>Non-fiction</b>	<b>Trips and visits:</b>	RAF Cosford	<b>Inspire sessions:</b>	6MA – 29 <sup>th</sup> September 6JD – 6 <sup>th</sup> October 6MC – 13 <sup>th</sup> October
					
I can vary my facial expression to match the tone of the talk.	I am beginning to incorporate some technical vocab that I have learned.	I can include relevant content to help achieve the purpose of the talk.	I feel confident to deliver lines that I have learnt.		

**NICER: Now, Independence, Creativity, Enterprise, Regional.**

**Let RIP: Real, Immersive and Purposeful**

	<b>Maths:</b>	<b>English:</b>	<b>Class reader: Phonics:</b>	<b>NICER:</b>	<b>Discrete/ Special events:</b>
<b>Friday – Mental arithmetic test</b>					
<b>06.09.21</b>	Area of learning - Place value  Knowledge and skills – - Numbers to 10,000 - Numbers to 100,000 - Numbers to a million - Numbers to ten million  Mental Maths Focus – - Place value recognition - Representing numbers in different ways	<b>Purpose:</b> Chn will explore and identify how the text type encompasses all of the writing purposes learned. <b>Text type-</b> Newspaper article on the outbreak of WW2  <u>Knowledge and skills</u> <ul style="list-style-type: none"> <li>• Sentences logically sequenced</li> <li>• Know what the various punctuation marks are and rules for use (capital letters, full stops,</li> </ul>	Reading Plus – Testing Reading ages.  Reading for pleasure.	<b>War has broken out!!</b> Introduce the challenge pack- identifying conflicts throughout history with a focus on those involving European countries.  <b>Killer Questions</b> When have conflicts taken place through time? What have the cause and effect of these been? Where in the world have different conflicts and wars taken place? Why might they have occurred in these specific geographic regions?  <b>H3.1c As historians WALT-</b> use a timeline so that we can make comparisons between different places and times in the past. <b>Outcome:</b> Chn will put key dates on to a timeline.	<a href="#">Rosh Hashanah</a> (6-8 September) <a href="#">International Literacy Day</a> (8 September)

		<p>question/ exclamation marks, commas in a list and to separate clauses, apostroph.es for possession, ellipsis, inverted commas for speech, brackets, dashes and commas for parenthesis, and colons to introduce a list)</p> <ul style="list-style-type: none"> <li>• Use of puns and alliteration</li> <li>• Understand what nouns (proper, collective, irregu-lar plural and abstract) pronouns (personal, subject, object, possessive), adjectives and determiners (a, an, the and numbers) are and know how to use them correctly.</li> <li>• Use appropriate layout and structure</li> </ul>		<p><b>G3.1a As geographers WALT-</b> maps and atlases so that we can locate the world’s countries.  <b>Outcome:</b> Chn will label European countries on a map and identify where conflicts have taken place.</p> <p><b>A3.2b As artists WALT-</b> draw with increasing accuracy so that we can use perspective and proportions.  <b>Outcome:</b> Chn will experiment using their sketching skills so that they can later use them to draw a soldier.</p> <p><b>Evacuate! World War has started.</b>  Introduce WW2. What do we already know about conflicts? What is a conflict?</p> <p><b>Link to challenge outcome (for weeks learning) –</b>  Children will be able to explain where to find countries that have been involved in conflicts and locate them using a map. They will use exploratory talk to better understand the conflict, which they will later use in their presentational talk.</p>	
Homework	<p>Timetables practise:  2, 5, 10 rapid recall – looking at the inverse.</p>	<p><b>Spellings: Week 1</b>  Ambitious Synonyms:  Adjectives</p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:  Create newspaper headlines activities</b></p>	
13.09.21	<p>Area of learning: Place value</p> <p>Knowledge and skills:  - Compare and order any number  - Round Numbers to 10, 100 and 1000  - Round any numbers.  - Negative numbers (abstract and in context.</p> <p>Mental maths focus:  - Recognising numbers to ten million.</p>	<p><b>Purpose:</b> Chn will explore and identify how the text type encompasses all of the writing purposes learned.  <b>Text type-</b> Newspaper article on the outbreak of WW2</p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>• Sentences logically sequenced</li> <li>• Know what the various punctuation marks are and rules for use (capital letters, full stops, question/ exclamation marks, commas in a list and to separate clauses, apostroph.es for</li> </ul>	<p>Goodnight Mr Tom-WW2 text-Share reading of Ch 1-Use information retrieval so that we can create an evacuation card on William Use information retrieval so that we can create a character profile</p>	<p><b>Conflicts through time</b>  Children will continue to identify conflicts throughout history with a focus on those involving South and North American countries.</p> <p><b>Killer Questions</b>  Why might they have occurred in these specific geographic regions?</p> <p><b>H3.2a As historians WALT-</b>check accuracy of sources so that we can build a picture of the past.  <b>Outcome:</b> Chn will research conflicts and access the accuracy of the resources that they are using.</p> <p><b>G3.1a As geographers WALT-</b> maps and atlases so that we can locate the world’s countries.  <b>Outcome:</b> Chn will label a North and South American countries on a map and identify where conflicts have taken place.</p>	<p><a href="#">Jeans for Genes</a> (begins 13 September)  <a href="#">International Day of Democracy</a> (15 September)</p>

		<p>possession, ellipsis, inverted commas for speech, brackets, dashes and commas for parenthesis, and colons to introduce a list)</p> <ul style="list-style-type: none"> <li>• Use of puns and alliteration</li> <li>• Understand what nouns (proper, collective, irregular plural and abstract) pronouns (personal, subject, object, possessive), adjectives and determiners (a, an, the and numbers) are and know how to use them correctly.</li> <li>• Use appropriate layout and structure</li> </ul>		<p><b>A3.2b As artists WALT</b>- draw with increasing accuracy so that we can use perspective and proportions.  <b>Outcome:</b> Chn will begin to draw soldiers from conflicts using their sketching skills.</p> <p><b>Link to challenge outcome (for weeks learning) –</b>  Children will be able to explain where to find countries that have been involved in conflicts and locate them using a map. They will use exploratory talk to better understand the conflict, which they will later use in their presentational talk.</p>	
Homework	<p><b>Timetables practise:</b>  4 x tables focussing on all 4 number sentences for each calculation  e.g <math>4 \times 3 = 12</math>  <math>3 \times 4 = 12</math>  <math>12 \div 4 = 3</math>  <math>12 \div 3 = 4</math></p>	<p><b>Spellings: Week 2</b>  Homophones &amp; Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy</p>	<p><b>Reading book/ Reading Plus</b>   Goodnight Mr Tom</p>	<p><b>Flipped homework:</b> Identify 5w's activity</p>	
20.09.21	<p><b>Area of learning:</b> Addition &amp; Subtraction</p> <p><b>Knowledge and skills:</b>  - Add whole numbers with more than 4 digits (2 days)  - subtract whole numbers with more than 4 digits (2 days)  - Multi-step + &amp; - problems</p> <p><b>Mental maths focus:</b>  - Comparing and ordering numbers.  - Rounding numbers.</p>	<p><b>Purpose:</b> Chn will explore and identify how the text type encompasses all of the writing purposes learned.  <b>Text type-</b> Diary of an evacuee</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>• Express strong emotions</li> <li>• Use a variety of sentence structures</li> <li>• Sentences are logically linked</li> <li>• Understand the different verb forms (past, present, past and present progressive, per- feet) and when to use them</li> <li>• Know how to change verbs into the different tenses/ forms including regular and irregular verbs</li> </ul>	<p>Identify language and vocabulary choices so that we implement them in our own writing- Mr Tom key questions on chapter 2  Use inference and deduction so that we can retrieve information. How do we know Will has had a hard time at home? Prove it.</p>	<p><b>Sending the troops in!!!</b>  Children will be delving deep into the conflicts that have occurred around the world and assessing whether various resources are reliable or not.</p> <p><b>Killer Questions</b>  When have conflicts taken place through time? What have the cause and effect of these been?  Where in the world have different conflicts and wars taken place? Why might they have occurred in these specific geographic regions?  What do different sources of information tell us about what took place in a particular conflict?</p> <p><b>H3.2a As historians WALT</b>-check accuracy of sources so that we can build a picture of the past.  <b>Outcome:</b> Chn will research specific conflicts and access the accuracy of the resources that they are using.</p> <p><b>Link to challenge outcome (for weeks learning) –</b>  Children will be able to explain why conflicts have taken place and where and when they have occurred. They will use exploratory talk to discuss the effectiveness of resources.</p>	<p><a href="#">Sukkot</a> (begins 20 September)  <a href="#">International Day of Peace</a> (21 September)  <a href="#">European Day of Languages</a> (26 September)  <a href="#">Yom Kippur</a> (begins 27 September)  Yr 6 RAF Cosford trip 21.9.21</p>

		<ul style="list-style-type: none"> <li>Understand how to make the subject and verb agree and maintain a consistent tense.</li> </ul>		<p><b>Blitz Evacuation.</b> Check the accuracy of a source, what is a blitz? Can they imagine how people felt? What did people do? Why did people evacuate? Where did they evacuate to, what did this look like? Have there been other conflicts where people have had to evacuate/migrate? Where did they go? Why?</p>	
Homework	<p><b>Timetables practise:</b> 3 x tables focussing on all 4 number sentences for each calculation e.g <math>4 \times 3 = 12</math> <math>3 \times 4 = 12</math> <math>12 \div 4 = 3</math> <math>12 \div 3 = 4</math></p>	<p><b>Spellings: Week 3-</b>(Adjectives ending in -ant into nouns ending in -ance/-ancy)</p>	<p><b>Reading book/ Reading Plus</b></p> <p>Goodnight Mr Tom</p>	<p><b>Flipped homework: Identify emotive language activity</b></p>	
27.09.21	<p>Area of learning – Multiplication</p> <p>Knowledge and skills –</p> <ul style="list-style-type: none"> <li>- Multiply 4 digits by 1</li> <li>- Multiply 2 digits</li> <li>- Multiply 3 digits by 2</li> <li>- Multiply up to 4 digits by 2</li> <li>- Multiplication word problems.</li> </ul> <p>Mental maths focus</p> <ul style="list-style-type: none"> <li>- Mental arithmetic – add and subtract</li> </ul>	<p><b>Purpose:</b> Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p><b>Text type-</b> Diary of an evacuee</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>Express strong emotions</li> <li>Use a variety of sentence structures</li> <li>Sentences are logically linked</li> <li>Understand the different verb forms (past, present, past and present progressive, per- feet) and when to use them</li> <li>Know how to change verbs into the different tenses/ forms including regular and irregular verbs</li> <li>Understand how to make the subject and verb agree and maintain a consistent tense.</li> </ul>	<p>How do you think Tom felt for Willie after reading the letter? What words are used to describe his feelings?</p> <p>Following ch 3 Write a letter to Mrs Beech from the perspective of Tom giving her an update on William</p>	<p><b>Where did conflicts occur?</b> Children will be delving deep into the conflicts that have occurred around the world. They will then identify the nations involved in conflicts and identify their proximity to each other.</p> <p><b>Killer Questions</b> When have conflicts taken place through time? What have the cause and effect of these been? Where in the world have different conflicts and wars taken place? Why might they have occurred in these specific geographic regions? What do different sources of information tell us about what took place in a particular conflict?</p> <p><b>G3.4a As geographers WALT-</b> use globes and computer mapping so that we can locate countries. <b>Outcome:</b> Chn will label nations of the world and identify their proximity to each other.</p> <p><b>A3.3c As artists WALT-</b> choose appropriate brushes and tools to apply paint. <b>Outcome:</b> Chn will practice using paint to develop a desired effect.</p> <p><b>Link to challenge outcome (for weeks learning) –</b> Children will be able to explain why conflicts have taken place and where and when they have occurred. They will use exploratory talk to discuss the effectiveness of resources.</p> <p><b>H3.1c As historians WALT-</b> use a timeline so that we can plot key events from WW2. <b>Outcome:</b> Chn will put key dates on to a timeline.</p> <p><b>G3.1a As geographers WALT-</b> maps and atlases so that we can locate the world's countries.</p>	<p>Sukkot ends (27 September) Yom Kippur ends (28 September) <a href="#">Black History Month</a> (begins 1 October)</p>

				<b>Outcome:</b> Chn will label WW2 European nations on a map honing in on their previous taught skills.	
Homework	<b>Timetables practise:</b> 8 x tables focussing on all 4 number sentences for each calculation	<b>Spellings: Week 4</b> (Adjectives ending in -ent into nouns ending in -ence/ -ency)	<b>Reading book/ Reading Plus</b>  Goodnight Mr Tom	<b>Flipped homework: identify features of NCR activity</b>	<b>6MA Class assembly</b> <b>5SW Inspire</b>
04.10.21	<p>Area of learning – Division</p> <p>Knowledge and skills –</p> <ul style="list-style-type: none"> <li>- Short Division</li> <li>- Divide 4 digits by 1</li> <li>- Divide with remainders</li> </ul> <p>Mental Focus</p> <ul style="list-style-type: none"> <li>- Mental arithmetic – multiplying 2 and 2 digits</li> </ul>	<p><b>Purpose:</b> Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p><b>Text type-</b>Non-chronological report on rationing in Britain</p> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Use varied words choices, quotes, expert opinions</li> <li>• Use different sentence types accurately</li> <li>• Understand the difference between passive and active verbs</li> <li>• Know how to structure sentences in the passive form and when to use passive voice</li> </ul>	<p>Focus on Ch4- information retrieval. Who do you think Dobbs is? What word makes you think this? Make a list of all the purchases made that day for Tom and Willie. Inference and deduction- Write a diary entry for Willie describing all that happened that day. Use the text to back up your thoughts with written evidence.</p>	<p><b>RE week</b></p> <p><b>As Theologists WALT-</b>consider the ultimate questions.</p> <p><b>Outcome:</b> Chn will discuss the different viewpoints of religions about what happens after death.</p> <p><b>As Theologists WALT-</b>compare and contrast Christianity with Judaism.</p> <p><b>Outcome:</b> Chn will compare what Christians and Jewish people believe in.</p>	<p><a href="#">World Space Week</a> (begins 4 October)</p> <p><a href="#">World Teachers' Day</a> (5 October)</p> <p><a href="#">Walk to School Day</a> (6 October)</p> <p><a href="#">World Mental Health Day</a> (10 October)</p> <p><a href="#">World Homeless Day</a> (10 October)</p>

Homework	<b>Timetables practise:</b> 6 x tables focussing on all 4 number sentences for each calculation	<b>Spellings: Week 5</b> (Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.)	<b>Reading book/ Reading Plus</b>  Goodnight Mr Tom	<b>Flipped homework: use technical vocab activity</b>	<b>6JD Class assembly</b> <b>5SU Inspire</b>
11.10.21	Area of learning – Long Division  Knowledge and skills – - Long Division  Mental Focus - Mental arithmetic – divide numbers – short division	<b>Purpose:</b> Chn will explore and identify how the text type encompasses all of the writing purposes learned. <b>Text type-</b> Non-chronological report on rationing in Britain  <b>Knowledge and skills</b> <ul style="list-style-type: none"> <li>• Use varied words choices, quotes, expert opinions</li> <li>• Use different sentence types accurately</li> <li>• Understand the difference between passive and active verbs</li> <li>• Know how to structure sentences in the passive form and when to use passive voice</li> </ul>	Identify language and vocabulary choices so that we implement them in our own writing- Mr Tom key questions on chapter 5 Use inference and deduction so that we can retrieve information. How do we know Will has had a hard time at home? Prove it.	<b>Science week-light</b>  <b>Killer Questions</b> What can you notice about the way light travels? Are there ways to make light change direction? How does light allow us to see? What are shadows and how are these created? Can light travel through objects?  <b>S3.2m, S3.2n</b> <b>As Scientists WALT-</b> recognise that objects are seen because they give out or reflect light. <b>Outcome:</b> Chn will be able to describe the route light takes from a light source to our eyes.  <b>S3.2l, S3.2m, S3.2n</b> <b>As Scientists WALT-</b> recognise that light travels in straight lines from a light source. <b>Outcome:</b> Chn will draw accurate ray model diagrams showing how they see.  <b>S3.2o</b> <b>As Scientists WALT-</b> identify how shadows are formed from a light source. <b>Outcome:</b> Chn will explain how shadows are formed using their knowledge of the ray model diagrams.  <b>S3.2l</b> <b>As Scientists WALT-</b> recognise that light can be reflected and change direction. <b>Outcome:</b> Chn will be able to explain how shiny objects and mirrors reflect a ray of light.	<a href="#">National Braille Week</a> begins (11 October) <a href="#">Ada Lovelace Day</a> (12 October) <a href="#">World Food Day</a> (16 October) <a href="#">International Day for the Eradication of Poverty</a> (17 October)
	<b>Timetables practise:</b> 7 x tables focussing on all 4 number sentences for each calculation	<b>Spellings: Week 6</b> (Hyphens: To join compound adjectives to avoid ambiguity)	<b>Reading book/ Reading Plus</b>  Goodnight Mr Tom	<b>Flipped homework: SPAG revision activity</b>	<b>6MC Class assembly</b> <b>5RG Inspire</b>

18.10.21	<p>Assessment Week – Baseline assessment – past SAT’s papers.</p>	<p>Assessment week</p> <p>SPAG 2019 SATS PAPER READING 2019 SATS PAPER</p>	<p>Ch. 6-share reading of chapter</p> <p>Summarise the berry picking experience for Willie.</p> <p>How do you think Tom might be feeling about Willie’s growing confidence and relationships with other people? Use the text to help you back up your answer.</p>	<p><b>Science week- Electricity</b></p> <p><b>Killer Questions</b>  What components do you need to create a complex circuit?  How can you adjust your circuit to make a lamp brighter/ buzzer louder? What happened when you make these adjustments? How can a circuit be changed by adding a switch? What happens to the electrical flow when further components are added e.g. extra bulbs, extra batteries.</p> <p><b>S3.2s, S3.2t, S3.2u</b>  <b>As Scientists WALT-</b> construct simple series circuits so that we can explain what will happen to different components.  <b>Outcome:</b> Chn will test out circuit adding a variety of components and explain how they work. Link to air raid siren etc</p> <p><b>S3.2q, S3.2r</b>  <b>As Scientists WALT-</b> investigate the relationship between cells/ voltage and lamp brightness.  <b>Outcome:</b> Chn will be able to explain what happens to the brightness of a lamp when more cells are added to a circuit. Link to black out</p> <p><b>S3.2q, S3.2r</b>  <b>As Scientists WALT-</b> investigate the relationship between cells/ voltage and buzzer volume.  <b>Outcome:</b> Chn will be able to explain what happens to the volume of a buzzer when more cells are added to a circuit. Link to air raid</p> <p><b>S3.2q, S3.2r, S3.2s, S3.2t, S3.2u</b>  <b>As Scientists WALT-</b> create a burglar alarm using our prior knowledge.  <b>Outcome:</b> Chn will design and create an alarm system using their knowledge of circuits. Link to Blitz</p>	<p><a href="#">Anti-Slavery Day</a> (18 October)  <a href="#">The Prophet Muhammad’s birthday</a> (19 October)  <a href="#">International Stammering Awareness Day</a> (22 October)</p>
Homework	<p><b>Timetables practise:</b> 8 x tables focussing on all 4 number sentences for each calculation</p>	<p><b>Spellings:</b> SPAG 2019 spelling test</p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework: SPAG revision-consolidate learning from Aut 1</b></p>	<p><b>3TB Inspire</b></p> <p><b>Everybody write day</b></p>
25.10.210				<p><i>Half Term</i></p>	<p>Halloween (31 October)</p>
01.11.21	<p>Area of learning – Four operations</p> <p>Knowledge and skills –  - Common Factors/Multiples  - Primes to 100 – Squared and cubed numbers.</p>	<p><b>Purpose:</b> Chn will explore and identify how the text type encompasses all of the writing purposes learned.  <b>Text type-</b> Speech (Leader motivating troop to join war effort)</p>	<p>Shared reading the boy in the striped pyjamas – Read the blurb – what do you think</p>	<p><b>Evacuate! War has started</b>  Introduce WW2. What do we already know about conflicts? What is a conflict?</p> <p><b>Killer Questions</b>  When have conflicts taken place through time? What have the cause and effect of these been?</p>	<p><a href="#">All Saints’ Day</a> (1 November)  <a href="#">Diwali/Deepavali</a> (4 November)  <a href="#">Guy Fawkes Day</a> (5 November)</p>

	<p>Mental focus – - Order of operations (BODMAS)</p>	<p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Use varied words choices, quotes, expert opinions</li> <li>• Use different sentence types accurately</li> <li>• Understand wh.at a rhetorical question is</li> <li>• Understand the pattern of 3 to persuade using imperatives</li> <li>• Know wh.at an imperative is</li> <li>• Know wh.at boastful language is and how it can be used to help persuade</li> <li>• Understand what repetition is and how to use it to emphasise key words or phrases</li> <li>• Understand what emotive language is</li> <li>• Understand what exaggeration is and when to use it</li> </ul>	<p>happens in the story?</p> <p>Read 1<sup>st</sup> chapter – Has your prediction changed after this?</p> <p>Create a Glossary of words throughout the half term.</p>	<p>Where in the world have different conflicts and wars taken place? Why might they have occurred in these specific geographic regions?</p> <p><b>H3.1c As historians WALT-</b> use a timeline so that we can plot key events from WW2. <b>Outcome:</b> Chn will put key dates on to a timeline-wider context up to D-Day and VE Day</p> <p><b>G3.1a As geographers WALT-</b> maps and atlases so that we can locate the world's countries. <b>Outcome:</b> Chn will label WW2 European nations on a map honing in on their previous taught skills.</p> <p><b>As theologists WALT:</b> identify and discuss religious beliefs where morals conflict. <b>Outcome:</b> Chn identify the key moral conflicts which led to the start of WW2.</p> <p><b>Link to challenge outcome (for weeks learning) –</b> Children will be able to explain where to find countries that were involved in WW2 using a map. They will identify the countries involved within the conflict. Show Allies/Axis/Neutral and changes in allegiance as the war progressed</p>	
Homework	<p><b>Timetables practise:</b> Rapid recall of different timetables taught.</p>	<p><b>Spellings: Week 1</b> <b>Words ending in –able</b></p>	<p><b>Reading book/ Reading Plus</b></p> <p><b>The boy in the striped pyjamas</b></p>	<p><b>Flipped homework: use emotive language activity</b></p>	<p><b>3SB Inspire</b></p>
08.11.21	<p>Area of learning – Fractions</p> <p>Knowledge and skills – - equivalent fractions - simplifying fractions - Improper fractions to mixed numbers. - Mixed numbers to improper fractions.</p> <p>Mental focus – Squaring and cubing numbers.</p>	<p><b>Purpose:</b> Chn will explore and identify how the text type encompasses all of the writing purposes learned. <b>Text type-</b> Speech (Leader motivating troop to join war effort)</p> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Use varied words choices, quotes, expert opinions</li> <li>• Use different sentence types accurately</li> <li>• Understand wh.at a rhetorical question is</li> </ul>	<p>Read ch 2 – Can you summarise what has happened during this chapter?</p> <p>Comp – Extract 1 with questions focus on retrieval</p>	<p><b>Killer Questions</b> When have conflicts taken place through time? What have the cause and effect of these been? Where in the world have different conflicts and wars taken place? Why might they have occurred in these specific geographic regions?</p> <p><b>H3.2e As historians WALT-</b> investigate the causes of WW2 and wider impact. What if Britain did not go to war? What would the world look like now? <b>Outcome:</b> Chn will research the causes of WW2 and consider the lasting impact</p> <p><b>H3.2a As historians WALT-</b>check accuracy of sources so that we can build a picture of the past.</p>	<p><a href="#">World Science Day</a> (10 November) <a href="#">Armistice/Remembrance Day</a> (11 November) <a href="#">World Diabetes Day</a> (14 November)</p>



		<ul style="list-style-type: none"> <li>Understand the pattern of 3 to persuade using imperatives</li> <li>Know what an imperative is</li> <li>Know what boastful language is and how it can be used to help persuade</li> <li>Understand what repetition is and how to use it to emphasise key words or phrases</li> <li>Understand what emotive language is</li> <li>Understand what exaggeration is and when to use it</li> </ul>		<p><b>Outcome:</b> Chn will research WW2 and access the accuracy of the resources that they are using.</p> <p>As <b>digital technicians</b> WALT: understand Computer networks and the internet.</p> <p><b>Outcome:</b> Chn will discuss the uses and dangers of the internet and will be able to explain what they are.</p> <p><b>Link to challenge outcome (for weeks learning) –</b> Children will be able to explain the causes for conflict and develop an understanding for people's point of view.</p>	
Homework	<p><b>Timetables practise:</b> 9 x tables focussing on all 4 number sentences for each calculation</p>	<p><b>Spellings:</b> Week 2</p> <p>Words ending in -able</p>	<p><b>Reading book/ Reading Plus</b></p> <p><b>The boy in the striped pyjamas</b></p>	<p><b>Flipped homework: identify features of a discussion</b></p>	<p><b>3JF Inspire</b></p>
15.11.21	<p>Area of learning – Fractions</p> <p>Knowledge and skills –</p> <ul style="list-style-type: none"> <li>Fractions on a number line</li> <li>Compare and order fractions</li> <li>Add and subtract fractions</li> </ul> <p>Mental focus –</p> <p>Simplifying fractions</p>	<p><b>Purpose:</b> Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p><b>Text type:</b> balanced argument</p> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Adverbials to compare and contrast modal verbs and adverbs to indicate likelihood and possibility</li> <li>Understand verbs (doing, being, powerful, irregular, modal), conjunctions (coordinating, subordinating)</li> <li>prepositions and adverbs (manner, time, place, cause and frequency)</li> <li>Understand the different type of clauses and the difference between sentences, clauses and phrases</li> </ul>	<p>Focus on the main characters – Who are they? How do you know? Create a character profile on them.</p> <p>Vocab - <a href="https://en.islcollective.com/english-esl-worksheets/grammar/verb-tenses/boy-striped-pyjamas-past-tense/29636">https://en.islcollective.com/english-esl-worksheets/grammar/verb-tenses/boy-striped-pyjamas-past-tense/29636</a></p> <p>Comp – Extract 2</p>	<p><b>Killer Questions</b></p> <p>When have conflicts taken place through time? What have the cause and effect of these been?</p> <p>What do different sources of information tell us about what took place in a particular conflict?</p> <p><b>H3.2f As historians WALT-</b> compare accounts of the war across time so that we can build a picture of past events. <b>Outcome:</b> Chn will research/ compare/contrast impact of war.</p> <p><b>H3.2c As historians WALT-</b> compare the value of primary and secondary sources. <b>Outcome:</b> Chn will design a suitcase and plan for evacuation.</p> <p><b>Link to challenge outcome (for weeks learning) –</b> Children will be able to explain the causes for conflict and develop an understanding for people's point of view.</p>	<p><a href="#">Road Safety Week</a> (begins 15 November)</p> <p><a href="#">Anti-Bullying Week</a> (begins 15 November)</p> <p><a href="#">Birthday of Guru Nanak Jayanti</a> (19 November)</p> <p><a href="#">World Children's Day</a> (20 November)</p>

		<ul style="list-style-type: none"> <li>Know how to structure sentences in the passive form and when to use passive voice</li> </ul>			
Homework	<b>Timetables practise:</b> 11 x tables focussing on all 4 number sentences for each calculation	<b>Spellings: Week 3</b> <b>Words ending in -ably</b>	<b>Reading book/ Reading Plus</b>  <b>The boy in the striped pyjamas</b>	<b>Flipped homework: use passive voice activity</b>	<b>4PA Assembly</b> <b>1FG Inspire</b>
22.11.21	Area of learning – Fractions  Knowledge and skills – - add and subtract fractions - Multiply fractions by integers/fractions - Divide fractions by integers/fractions  Mental focus – Compare and order fractions	<b>Purpose:</b> Chn will explore and identify how the text type encompasses all of the writing purposes learned. <b>Text type-</b> balanced argument  <b>Knowledge and skills</b> <ul style="list-style-type: none"> <li>Adverbials to compare and contrast modal verbs and adverbs to indicate likelihood and possibility</li> <li>Understand verbs (doing, being, powerful, irregular, modal), conjunctions(coordinating, subordinating)</li> <li>prepositions and adverbs (manner time, place, cause and frequency)</li> <li>Understand the different type of clauses and the difference between sentences, clauses and phrases</li> <li>Know how to structure sentences in the passive form and when to use passive voice</li> </ul>	Focus on inference and deduction – what does the writer suggest in the text using explanations and reasoning.  Extract 3 – reading comp	<b>D-day.</b>  <b>Killer Questions</b> When have conflicts taken place through time? What have the cause and effect of these been? What do different sources of information tell us about what took place in a particular conflict?  <b>H3.2d As historians WALT-</b> Gather from different sources how conclusions were arrived at. <b>Outcome:</b> Chn will investigate the reasons for D-day and why this was a key event to end the war.  <b>A3.3c As artists WALT-</b> choose appropriate brushes and tools so that we can apply paint for a desired effect. <b>Outcome:</b> Chn will design a celebration poster.  <b>Link to challenge outcome (for weeks learning) –</b> Children will be able to explain the causes for conflict and develop an understanding for people’s point of view.	<a href="#">Disability History Month</a> (begins 22 November) <a href="#">Hanukkah</a> (begins 28 November)
Homework	<b>Timetables practise:</b> 12 x tables focussing on all 4 number sentences for each calculation	<b>Spellings: Week 4</b> Word families based on common words, showing how words are related in form and meaning.	<b>Reading book/ Reading Plus</b>  <b>The boy in the striped pyjamas</b>	<b>Flipped homework: watch an episode of horrible histories and identify the key features</b> <a href="https://www.youtube.com/watch?v=j62YosdAMaU">https://www.youtube.com/watch?v=j62YosdAMaU</a>	<b>4PM Assembly</b> <b>1TG Inspire</b> <b>Parents evening</b>

29.11.21	<p>Area of learning – Fractions</p> <p>Knowledge and skills – - Fraction of an amount - Fraction of an amount – whole number</p> <p>Mental focus – Add and subtract fractions</p>	<p><b>Purpose:</b> Chn will explore and identify how the text type encompasses all of the writing purposes learned. <b>Text type-</b> playscript-balanced argument, report</p> <p>Horrible Histories- scenes/sketches about conflicts across history</p> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Considered word choices</li> <li>• Adverbials to compare and contrast</li> <li>• Variety of sentence structures</li> <li>• Understand wh.at alliteration, similes, metaphors and personification are and how to construct them</li> <li>• Know how to use rule of 3 for description (adjectives) and action (verbs + elaboration) including correct punctuation</li> </ul>	<p>Focus on retrieval – questions based on the reading done previously.</p>	<p><b>NICER outcome and preparation</b></p> <p><b>C3.1c As digital technicians WALT –select, use and combine a variety of software so that we can create a documentary</b> <b>Outcome:</b> Chn will develop a script and props and begin creating a short multimedia presentation of the reasons for WW2.</p> <p><b>As historians WALT- give accounts of events (record documentary on outbreak of WW2)</b> <b>Outcome:</b> Chn will develop a script and props and begin creating a short multimedia presentation of the reasons for WW2.</p>	<p><a href="#">St Andrew's Day</a> (30 November) <a href="#">Advent</a> (begins 1 December) <a href="#">World AIDS Day</a> (1 December) <a href="#">International Day for the Abolition of Slavery</a> (2 December) <a href="#">International Day of People with Disabilities</a> (3 December)</p>
Homework	<p><b>Timetables practise:</b> 3, 4 and 8 rapid recall</p>	<p><b>Spellings:</b> Week 5 Word families based on common words, showing how words are related in form and meaning</p>	<p><b>Reading book/ Reading Plus</b></p> <p><b>The boy in the striped pyjamas</b></p>	<p><b>Flipped homework: create a storyboard of your Horrible Histories challenge outcome</b></p>	<p><b>4OS Assembly</b> <b>1SS Inspire</b></p>
06.12.21	<p>Area of learning – Fractions/percentages/decimals</p> <p>Knowledge and skills – - Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Mental focus – Find fraction of amounts e.g. ½ of 12</p>	<p><b>Purpose:</b> Chn will explore and identify how the text type encompasses all of the writing purposes learned. <b>Text type-</b> playscript-balanced argument, report</p> <p>Horrible Histories- scenes/sketches about conflicts across history</p> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Considered word choices</li> </ul>	<p>Explanation - Did your prediction come true?</p> <p>What do you think of the ending? Write a book review. What was your favourite part? Why</p>	<p><b>NICER outcome and preparation</b></p> <p><b>C3.1c As digital technicians WALT –select, use and combine a variety of software so that we can create a documentary</b> <b>Outcome:</b> Chn will develop a script and props and begin creating a short multimedia presentation of the reasons for WW2.</p> <p><b>As historians WALT- give accounts of events (record documentary on outbreak of WW2)</b> <b>Outcome:</b> Chn will develop a script and props and begin creating a short multimedia presentation of the reasons for WW2.</p>	<p>Hanukkah (ends 6 December) <a href="#">Human Rights Day</a> (10 December)</p>

		<ul style="list-style-type: none"> <li>• Adverbials to compare and contrast</li> <li>• Variety of sentence structures</li> <li>• Understand wh.at alliteration, similes, metaphors and personification are and how to construct them</li> <li>• Know how to use rule of 3 for description (adjectives) and action (verbs + elaboration) including correct punctuation</li> </ul>	<p>Who were your favourite characters? Why</p> <p>Quiz - <a href="https://www.sparknotes.com/lit/boy-in-striped-pajamas/quiz/">https://www.sparknotes.com/lit/boy-in-striped-pajamas/quiz/</a></p>		
Homework	<b>Timetables practise:</b> 6, 7, 9 rapid recall timetables	<b>Spellings:</b> Week 6 Creating diminutives using prefixes micro- or mini	<b>Reading book/ Reading Plus</b>  <b>The boy in the striped pyjamas</b>	<b>Flipped homework: SPAG revision activities</b>	<b>Winter fair (Tues)</b>
13.12.21	<p>Area of learning – Geometry – position and direction</p> <p>Knowledge and skills –</p> <ul style="list-style-type: none"> <li>- First quadrant</li> <li>- 4 quadrants</li> <li>- Translations</li> <li>- Reflections</li> </ul> <p>Mental focus – Equivalence of fractions, percent and decimals.</p>	<b>Spellings: SATS SPAG Spellings 2018 paper</b>	Assessment week SATS-2018- SPAG READING	<b>Assessment and Christmas activities</b>	<a href="#"><u>Jane Austen's birthday</u></a> (16 December)
Homework	<b>Timetables practise:</b> 11 and 12 timetables	<b>Spellings - Year 6</b> spelling words test	<b>Reading book/ Reading Plus</b>	<b>Flipped homework: Reading and SPAG Christmas revision pack</b>	<b>Y2 Nativity (Tues)</b> <b>EYFS Carol concert (Weds)</b> Pantomime (Thurs)