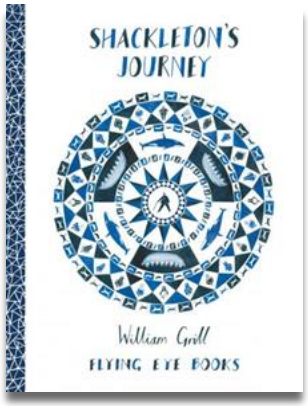
Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	**Shackleton's Journey** 					
Writing	**Historical Stories** **War Horse** by Michael Morpurgo - Read the first half of this book to and with children, who read some parts for themselves and answer questions. They write chapter summaries and then recount an event from a different point of view.	**Historical Stories** Continuing War Horse, discuss impact of multi- and single clause sentences. Using PowerPoint, rehearse co-ordination and subordination and the use/effect of extended sentences. Write a predictive account.	**Recounts** Children read a personal recount of "a day in the life of…' from children around the world. They analyse these recounts and then read a sustained recount: The Day of Ahmed's Secret.	**Recounts** Using The Day of Ahmed's Secret, children revise tenses: past, present and future, incl. use of modal verbs. They read extracts and descriptions and find examples of progressive tenses and perfect verb forms to identify.	**Narrative Poems** Use the narrative poem The Highwayman to identify features that poets use for effect. Study the use of historical language, adverbials and relative clauses to add details. Children learn part of the poem by heart, compare it to other poems and write a new ending.	**Narrative Poems** Use the narrative poem The Highwayman to identify features that poets use for effect. Study the use of historical language, adverbials and relative clauses to add details. Children learn part of the poem by heart, compare it to other poems and write a new ending.

	Grammar focus: - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Grammar focus: - using commas to clarify meaning or avoid ambiguity	Grammar focus: - using the perfect form of verbs to mark relationships of time and cause.	Grammar focus: - using commas to clarify meaning	Grammar focus: - using the perfect form of verbs to mark relationships of time and cause	Grammar focus: - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
Maths	**Place Value** children recap their Year 5 learning by exploring numbers up to 1,000,000 Understanding that place value columns follow consistent patterns – ones, tens, hundreds, then (one) thousands, ten thousands, hundred thousands, before reaching millions. Children also revise partitioning, exploring both standard and non-standard ways of composing numbers.	**Place value** Children compare numbers with the same number of digits, and with different numbers of digits, using their knowledge of place value columns. They present numbers in a variety of forms and use these different representations to aid their understanding when comparing and ordering	**Addition, Subtraction, Multiplication and Division** Children use the formal column method for numbers with the same and different numbers of digits. They also practise mental strategies with both large and small numbers, using their understanding of place value. Children solve multi-step problems, choosing which operations and methods to use based on the context of the problem and the types of numbers involved.	**Addition, Subtraction, Multiplication and Division** Children encountered square and cube numbers in Year 5, and this small step revisits that learning and the notation for squared (2) and cubed (3). Children explore the factors of square and cube numbers, noticing that square numbers always have an odd number of factors, but cube numbers can have an odd or even number of factors.	**Addition, Subtraction, Multiplication and Division** Children divide 3-digit numbers without remainders, using an expanded method that shows the multiples, before progressing to a more formal long division method. They divide 4-digit numbers, still without remainders, using their knowledge of multiplying by 10 and 100	**Addition, Subtraction, Multiplication and Division** This step reminds children of the importance of mental strategies and estimation. Children should be aware that estimating the answer of a calculation serves as a sense-check on whether their answer is correct, and this can be done either before or after a calculation. The numbers they choose when performing estimates should be simple enough for this to be done mentally