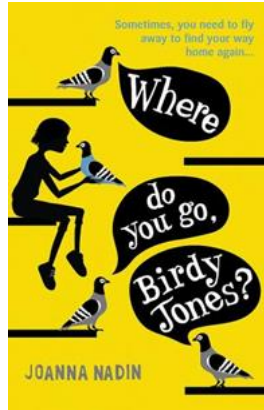


Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>Where do you go Birdy Jones ?</p> 					
Writing	<p>Outsiders</p> <p>Children read and discuss Eric. Can they remember feeling like an ‘outsider’? Children rehearse the devices used to write cohesively, and write about their own imagined day trip with Eric.</p>	<p>Outsiders</p> <p>Discuss refugees and the issues surrounding this complex issue. Read The Island, answer questions about it, and then plan and write a newspaper report presenting the issue from the Islanders point of view.</p>	<p>Blogs and reports</p> <p>Introduce Blogs and discuss informal writing in non-fiction. Study the use of informal style, including apostrophes for contractions. Produce ‘Key Features of Informal Writing’ and draft and write ‘About me’ blogs using this style.</p>	<p>Blogs and reports</p> <p>Use PowerPoint Active or Passive to teach these two voices and they effects. Relate their use to informal and formal writing styles noting differences. Children write in an informal style and then in a formal style to cement their understanding.</p>	<p>Villainous characters</p> <p>This unit explores how poetry can create vivid characters and build tension, using the classic poems, The Spider and the Fly and The Raven.</p>	<p>Villainous characters</p> <p>Children explore the language of older poetry and compare modern interpretations. They write dialogue, consider whether the villains <i>really are</i> villainous and write a new poem.</p>

	Grammar focus: <ul style="list-style-type: none"> - linking across paragraphs using a broad range of cohesive devices 	Grammar focus: <ul style="list-style-type: none"> - the use of adverbials and ellipsis. 	Grammar focus: <ul style="list-style-type: none"> - recognise vocabulary and structures appropriate for formal speech/writing, including devices to build cohesion within a paragraph 	Grammar focus: <ul style="list-style-type: none"> - Use passive verbs to affect the presentation of information in a sentence 	Grammar focus: <ul style="list-style-type: none"> - using semi-colons, colons or dashes to mark boundaries between independent clauses. 	Grammar focus: <ul style="list-style-type: none"> - using semi-colons, colons or dashes to mark boundaries between independent clauses.
Maths	Addition, Subtraction, Multiplication and Division In this small step, children work out other facts from a given fact using their knowledge of place value, inverse operations, commutativity and the mental strategies practised in this block	Fractions A In this small step, children build on prior knowledge of equivalent fractions to recognise when fractions are, and are not, in their simplest form. Children use their understanding of common factors to simplify fractions. They learn that when the numerator and denominator have no common factors greater than 1, the fraction is in its simplest form.	Fractions A Following on from the previous small step, children add and subtract fractions where the denominators are not multiples of each other. Children may need to revisit how to find a common denominator before completing the calculations. They use bar models and then move on to finding the first common multiple of the denominators. Once this is secure, they add up to three fractions or subtract fractions with different denominators.	Fractions B Building on their learning in Year 5, this small step provides practice in multiplying fractions and mixed numbers by integers. A variety of representations can show that multiplying fractions by integers is the same as repeated addition of a fraction. As when adding and subtracting fractions, the denominator does not change. Children recognise that they need to multiply the numerator by the integer	Fractions B The main focus of this small step is on understanding that the denominator is the number of parts the whole is divided into, and the numerator represents the number of those parts that are selected. Bar models are a useful way for children to realise the connection between parts and wholes of an amount. By the end of this step, children should be able to find fractions of an amount in different contexts	Measurement - Converting Units Highlight the difference between capacity (the amount an object can contain) and volume (the amount actually in an object). Children consider the most appropriate unit of measure and develop their estimation skills in context. Although metric units of measurement are used throughout, children may mention imperial units of measurement. The relationship between metric and imperial units will be explored