


Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>Twitch</p>  <p>M.G. LEONARD</p>					
Writing	<p>Classic Fiction</p> <p>Use Just William texts, audio and TV programmes to discuss the story structure, characters and settings used and how dialogue advances the action. Study the use of informal and old-fashioned language, perfect and subjunctive verb forms. Write play script and stories.</p>	<p>Classic Fiction</p> <p>Use Just William texts, audio and TV programmes to discuss the story structure, characters and settings used and how dialogue advances the action. Study the use of informal and old-fashioned language, perfect and subjunctive verb forms. Write play script and stories.</p>	<p>Chronological Reports</p> <p>Use When Jessie Came Across the Sea and Mr George Baker to discuss the features of chronological report writing, revise punctuation and study past tenses including the perfect form and active/passive voices. Children write an article, a sister story and a biography.</p>	<p>Chronological Reports</p> <p>Use When Jessie Came Across the Sea and Mr George Baker to discuss the features of chronological report writing, revise punctuation and study past tenses including the perfect form and active/passive voices. Children write an article, a sister story and a biography.</p>	<p>Poet Study: Emily Dickinson</p> <p>Reading a selection of Emily Dickinson's poems, children explore figurative language and poetic devices. Children read and write poetry, investigate personification through drama and drawing, make careful observations of nature and research the life and works of Dickinson.</p>	<p>Poet Study: Emily Dickinson</p> <p>Reading a selection of Emily Dickinson's poems, children explore figurative language and poetic devices. Children read and write poetry, investigate personification through drama and drawing, make careful observations of nature and research the life and works of Dickinson.</p>

	Grammar focus: <ul style="list-style-type: none"> - Use dashes to mark boundaries between independent clauses 	Grammar focus: <ul style="list-style-type: none"> - Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	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"> - Use hyphens to avoid ambiguity 	Grammar focus: <ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely 	Grammar focus: <ul style="list-style-type: none"> - Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun
Maths	<p style="text-align: center;">Shape</p> <p>Begin by recapping the types of angles. Move on to using a protractor to measure an angle, taking care when modelling which scale to use. Encourage children to estimate the size of an angle before measuring it, as they are then less likely to read the wrong scale on the protractor. For example, if an angle is seen to be less than a right angle, its size will be less than 90°. Children should practise estimating angles by comparing them to known fractions of a turn.</p>	<p style="text-align: center;">Shape</p> <p>Begin by recapping the rules of angles they have learnt so far, and then share a problem with the class and discuss what methods are available based on the facts they know. Work through missing angle problems that begin with one focus, but move on to examples that require knowledge of more than one rule.</p>	<p style="text-align: center;">Shape</p> <p>Children begin drawing simple shapes that can be done on squared paper, such as rectangles and right-angled triangles where the base and height are given. This could be extended to drawing shapes where the perimeter and some of the sides are known. Children then produce an accurate drawing of a shape with known angles. They may need to begin by practising using a protractor.</p>	<p style="text-align: center;">Position and Direction</p> <p>Begin by recapping what the coordinate grid is and the names of the two axes, x and y. Then consider points on the grid. Discuss how children can find the coordinates for a given point, reading the first value on the x-axis and the second value on the y-axis. Children then move on to plotting points with given coordinates.</p>	<p>Themed Project</p> <p>Projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2. This gives the opportunity to ensure any possible gaps in understanding are addressed before children move on to secondary school. The projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life. As well as this we, they provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. They also provide a great opportunity to explore and develop enterprise.</p>	

