



Subject	Autumn		Spring		Summer	
<b>Assemblies</b>	Values Assemblies Achievement Assemblies					
<b>Special events</b>	Democracy Black History month School Council elections	Individual Liberty Harvest Celebrations Remembrance Children in Need Christmas Anti-Bullying Week World Kindness Day	Human Rights St Valentine's Day Chinese New Year St David's Day St Patrick's Day Mothering Sunday Safer Internet Day	Rule of Law World Book Day St George's Day Easter Sport Relief	Mutual respect and Tolerance Walk to school week  SATs – week beginning	Transition
<b>Weeks (190 days)</b>	6 + 2d	7 + 4d	6	4 + 4d	5 + 3d	7 + 2d
<b>Parental Engagement</b>	Welcome Assemblies  <u>Trip</u> Ben Kinsella Knife Crime: The effects of knife crime (Workshop)	Parents Evening  <u>Trip</u> National Army Museum trip – the role of a soldier in WW1 + how propaganda played a part in recruitment (Workshop)	<u>Trip</u> Imperial War Museum London – WW2 rationing, homes in WW2, gas masks, blackouts	Parents Evening	SATs Meeting SATs Breakfast	SRE Meeting Annual report Sports Day Year 6 Fete Year 6 Production Year 6 Leavers' Disco Year 6 prize giving <u>Trips</u> Trewern Sight-seeing London including Cenotaph & Westminster Abbey. Hainault Forest Southend
<b>Topic - 2023-24</b>	<b>The Mayans + The Long Search for Justice (Literacy)</b>	<b>WW1</b>	<b>WW2</b>	<b>Climate Zones -Polar</b>	<b>Climate Zones -Polar + SATs Revision</b>	<b>Sources of Energy</b>
<b>Literacy</b>  <b>No writing mod considered before Nov.</b>	Text: The Life of Stephen Lawrence <u>Writing Task:</u> Poetry based on Stephen Lawrence. <b>Genre:</b> Poetry	<b>Text:</b> Walter Tull's Scrapbook. <u>Writing Task:</u> Diary Entry – racism on the pitch. <b>Genre:</b> Historical Fiction <b>Immersion:</b> 2 weeks	<u>Writing Task:</u> Informal letter about life in the trenches. <b>Genre:</b> Fiction <b>Immersion:</b> 2 weeks	Text: Shackleton's Journey. <u>Writing Task:</u> Story with dialogue & description. <b>Genre:</b> Fiction <b>Immersion:</b> 3 weeks.	Text: The Good Germ Hotel.  <u>Science Writing Task:</u> Magazine article about the effects of harmful	Text: Go Big – The secondary school survival guide by Matthew Burton <u>Writing Task:</u> To write a "Year 6 Survival Guide".



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<p><i>To cover: outcome</i> <b>18wks - fiction</b> <b>12wks - non-fiction</b> <b>6wks - poetry</b></p>	<p><b>Immersion:</b> 3 weeks <b>Audience:</b> Teenagers. <b>Purpose:</b> Awareness of crime on affects of crime on victims and families. <b>Author’s Voice:</b> Informal, slang. <b>Subject Link:</b> The long search for justice, PSHE, racism</p> <p>Ben Kinsella Video &amp; Workshop. <b>Writing Task:</b> Story with dialogue based on the characters of a comic strip seen at the Ben Kinsella workshop. <b>Genre:</b> Fiction <b>Immersion:</b> 3 weeks <b>Audience:</b> Teenagers. <b>Purpose:</b> Understanding consequences of choices made in the heat of the moment. <b>Author’s Voice:</b> Informal, slang. <b>Subject Link:</b> The long search for justice, PSHE – choices and consequences, peer pressure.</p>	<p><b>Audience:</b> Friend <b>Purpose:</b> Opening up about feelings in response to racism. <b>Author’s Voice:</b> Informal, emotive. <b>Subject Link:</b> WW1, Racism on the pitch, PSHE</p> <p><b>Writing Task:</b> To recite war poems and compare poems. <b>Genre:</b> poetry <b>Immersion:</b> 1 week <b>Audience:</b> Poetry enthusiast (formal voice) <b>Purpose:</b> To share interpretation of style/structure and sense of emotion on the reader <b>Recite:</b> Flanders Fields <b>Author’s Voice:</b> Formal <b>Subject Link:</b> WW1</p> <p><b>Text:</b> How were men recruited and trained for WW1? + Boy Soldiers in WW1. <b>Writing Task:</b> Balanced argument - Was conscription in Britain during WW1 fair/necessary?</p>	<p><b>Audience:</b> Family of soldier. <b>Purpose:</b> To describe life on the front lines of WW1. <b>Author’s Voice:</b> Informal, Eastend Cockney, emotive. <b>Subject Link:</b> WW1</p> <p><b>Text:</b> War Horse <b>Writing Task:</b> Monologue. <b>Genre:</b> Fiction <b>Immersion:</b> 2 weeks <b>Audience:</b> Friend <b>Purpose:</b> Expressing of emotions. <b>Author’s Voice:</b> Informal, emotive. <b>Subject Link:</b> War</p> <p><b>Science Writing Task:</b> Leaflet – Healthy heart. <b>Genre:</b> Non-Fiction <b>Immersion:</b> 2 weeks <b>Audience:</b> Grown-ups. <b>Purpose:</b> Informative persuasive advice on how to keep a healthy heart through lifestyle choices. <b>Author’s Voice:</b> Formal, informative.</p>	<p><b>Audience:</b> Peers <b>Purpose:</b> To entertain <b>Author’s Voice:</b> mix of formal and informal. <b>Subject Link:</b> Polar regions</p> <p><b>Science Writing Task:</b> Explanation text – how have polar animals adapted? <b>Genre:</b> Non-Fiction <b>Immersion:</b> 3 weeks <b>Audience:</b> Young Explorers visiting Antarctica/The Arctic for the 1<sup>st</sup> time. <b>Purpose:</b> To inform &amp; explain. <b>Author’s Voice:</b> formal, informative. <b>Subject Link:</b> Polar regions, Evolution, inheritance and adaptations.</p> <p>SATs Revision</p>	<p>and helpful micro-organisms. <b>Genre:</b> Non-Fiction <b>Immersion:</b> 5 weeks. <b>Audience:</b> 10-Year-Olds. <b>Purpose:</b> To entertain through humour whilst sharing scientific facts on given topic. <b>Author’s Voice:</b> Mix of formal and informal. <b>Subject Links:</b> Classification of living things including micro-organisms, healthy living.</p>	<p><b>Genre:</b> Non-fiction <b>Immersion:</b> 3-4 weeks. <b>Audience:</b> Year 5 pupils <b>Purpose:</b> To prepare the current Year 5 pupils coming up into Year 6. <b>Subject links:</b> PSHE – transitions.</p> <p><b>Writing Task:</b> To create a leaflet on Trewern.</p> <p><b>Genre:</b> Non-fiction <b>Immersion:</b> 2 weeks. <b>Audience:</b> Young people in KS2 and KS3. <b>Purpose:</b> To persuade people to come along to Trewern. <b>Author’s Voice:</b> Formal, persuasive</p>
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<b>Science</b>	Classifying living things based on similarities and differences	Light & Sight Behaviour of light & sight	Animals, including human heart, circulatory system and blood	Evolution and Inheritance Change in living things overtime	Science Project: Scientific innovations	Electricity -Representing and creating a circuit.
<b>Computing</b>	Computing systems and networks – Communication and collaboration	Creating Media- Digital Painting	Programming A – Variables in Games	Creating Media – Digital writing and online safety	Programming B – Introduction to animation	Data and Information
<b>History</b>	<p>Who were the Mayans and where did they live?</p> <p>What was life like for the ancient Mayans?</p> <p>What do we know of the Mayan religious beliefs?</p> <p>Where were the important places for the Mayans?</p> <p>What caused the Mayan Civilisation to disappear?</p> <p>What were the Mayan achievements/inventions and how do they affect our world today?</p> <p>How did the Mayan education system compare to the education system today?</p>	<p>How did WW1 begin?</p> <p>Why did Britain join the war?</p> <p>Which countries were part of WW1?</p> <p>How were men recruited into the British Army?</p> <p>Why was conscription necessary?</p> <p>What were conditions like in the trenches?</p> <p>Why did Britain introduce rationing?</p> <p>What did women in Britain do during the war?</p>	<p>What events led to the outbreak of WW2?</p> <p>Who were Neville Chamberlain and Winston Churchill?</p> <p>What happened at Dunkirk?</p> <p>What was the Battle of Britain?</p> <p>What was life like in Britain during the Blitz?</p> <p>How did WW2 affect the children in Britain?</p> <p>What were the roles of men and women during WW2?</p> <p>What does Anne Frank's diary reveal about WW2?</p>	<p>Geography: Climate zones, Arctic and Antarctic</p> <p>History: Local History of Valence House</p>	<p>Geography - Kapow: Independent fieldwork enquiry</p>	



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<b>Geography</b>				<p><b>Human and Physical Geography.</b>            Where is the Arctic?            Where is Antarctica?            What are the coordinates for lines of longitude &amp; latitude for both locations?            Which hemispheres would we locate both locations in? How do these hemispheres differ?            Where are the positions of both locations in relation to the Equator?            What are the key features of the Antarctica and the Arctic circle?            How is land used in the polar regions?            How is the climate changing in the polar regions?            How does this compare to the climate in the Tropics of Cancer and Capricorn?            How are the lives of the Nenet tribe different to your life?            Which regions of the Antarctic/Arctic circle does the Prime Meridian go through? Why?            How do the time zones differ in both locations and how does day and night change during the year?</p>		Sources of Energy
<b>RE</b>  <b>Big Question: How important are the similarities and differences between religion and world views?</b>	How do people express their faith through arts in Christianity?	What do people believe about life after death?	What similarities and differences do religions share?	What are the sources of the story about what happened on the first Easter Sunday?	What qualities are important to present day religious leaders?	How could we design a celebration that involved everyone, whether religious or not?
<b>PSHE</b>	Being in my World (Jigsaw) Mindfulness	Celebrating Difference (Jigsaw)	Dreams and Goals (Jigsaw)	Healthy Me (Jigsaw)	Relationships (Jigsaw)	Changing Me (SRE units x 3 lessons)
<b>DT</b>	Traditional patterns					

