

Creative Curriculum Overview – Year 1 – 2018/9

| | <u>Autumn Term</u> | | <u>Spring Term</u> | | <u>Summer Term</u> | |
|--|--|--|---|--|---|--|
| Topic title – Big question | Science Animals inc humans Why are humans not like tigers? | Science/ Geography Seasons/ weather Why does it get dark earlier in the winter? | History Why is the Wii more fun than Grandmas and Grandpas old toys? Significant individual: Tim Berners Lee | Science Plants Which birds or plants would little red riding hood see in our school? | Geography Where do the wheels on the bus go? | Science Materials What do Monsters think of life on planet earth? |
| Driver subject/s | Science: identify and name basic body parts: link with senses. Identify, describe and compare, group common animals. Group amphibians, fish, reptiles, birds and mammals. Sort into herbivores, omnivores, carnivores. Art: tiger Rousseau: make own version. Week's category: sea window: fish Pond: frog Tree: birds Mammals Pets. | Science – Seasonal changes. Shadows Geography – weather: Where do the leaves go in the winter? Hot/ cold places. Art: leaf collage, leaf printing. Tree outlines. | History What toys did they get at Christmas? DT: make an old fashioned toy. Questionnaire for grandparents. Art- Lowry | Science (plants) History: Who was famous when my mum and dad was little? Geography: locality study; field work Art; painting plants Sunflowers Van Gogh | Geography: use world maps, atlases and globes to identify the united Kingdom and its countries. Name and locate and identify he characteristics of the 4 countries and the capital cities of the united Kingdom. DT: make a moving vehicle | Science driver: everyday materials: testing materials d/t: modelling building a house/ spaceship food technology: making jelly for a leaving party for the aliens. |
| Enrichment: Trip/visit/ WOW event | Day to finish: dress up as animal: bring your animal to tea. | <u>Trip</u> : Pantomine Woodland walk Shadow Puppet theatre show to different year group | Grandparents day: with their toys to play | Class trip | Traffic survey Vehicles visiting the school | Monster day |

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| Related text | The Tiger who came to tea: Judith Kerr. Bog Baby: Jeanne Willis | Can't you sleep little bear: Martin Wadell The Owl who is afraid of the dark: Jill Tomlinson Dear Daddy: Philippe Dupasquier | Dogger: Shirley Hughes | Little Red Riding Hood | The Naughty bus Jan and Jerry Oke | Monsters love underpants: Claire Freedman & Ben Cort |
| GAPS/ literacy | Separation of words with spaces Composing a sentence orally | Plurals Basic punctuation (full stop, question marks Capital letters and I | Connectives – and. Sequencing sentences (narrative) | Contractions | Exclamation marks Question marks | Prefixes un- and suffixes –s and -es |
| Maths Links | pet survey/ sorting of animals: data handling | Time | Money Weight | Time | 3D shape Measure Position & direction | 2D shape Capacity |

Creative Curriculum Overview – Year 2 – 2018/9

| | <u>Autumn Term</u> | | <u>Spring Term</u> | | <u>Summer Term</u> | |
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| Topic title – Big question | <p><u>Who Am I? How Am I?</u> Who are you? What makes us healthy? What happens when we are ill? Are we what we eat?</p> <p>Healthy me</p> | <p><u>Do all animals sleep at night?</u> What does it mean to be nocturnal? Which animals are nocturnal in Britain? What is a habitat? What is a food chain?</p> <p>Animals, habitats and food chains.</p> | <p><u>What makes a superhero super?</u> Who is your favourite superhero? Who are the superheroes of the past? What makes a superhero special? Materials, Literacy (Narrative) Florence Nightingale</p> | <p><u>Who owns the moon?</u> How do we know about earth? What is it like in space? Who owns the moon?</p> <p>Space and earth exploration: Columbus / Armstrong, Explorers and Adventurers</p> | <p><u>What are plants for?</u> How are plants and animals the same and different? What do plants need to grow? What are plants for?</p> <p>Plants</p> | <p><u>Where would you rather live – The South Pole or Africa?</u> Where in the world is it warm? What would it be like to live there? Where in the world is it cold? Who lives there? Which would you rather live in? Compare two contrasting environments Penguins / Africa</p> |
| Driver subject/s | <p><u>Science</u> Healthy Humans, life cycle, diet, exercise, food <u>DT:</u> Design / make / evaluate a sandwich / smoothie</p> | <p><u>Science:</u> Nocturnal animals Sorting and classifying <u>Literacy:</u> Non-chronological report</p> | <p><u>History:</u> significant historical events, people, places in own locality <u>Literacy</u> Stories in familiar settings <u>ICT:</u> digital gamers <u>Science:</u> Materials / Forces / investigation</p> | <p><u>History</u> <u>DT: Designing and building moon buggies.</u></p> | <p><u>Science:</u> Growing seeds / bulbs, science investigation</p> <p>Art</p> | <p><u>Geography</u> Geographical similarities and differences. Compare two contrasting localities. Mapwork</p> |
| Enrichment: Trip/visit/ WOW event | <p>Healthy cafe</p> | <p>Visit of Owl/hedgehog man</p> | <p>Superhero dress up day: Mission to save Traction Man</p> | | <p>Growing our own plants.</p> | <p>Twycross Zoo Trip</p> |
| Related text | <p>Olivers vegetables The giant jam sandwich</p> | <p>Non-fiction: Owls, hedgehogs, Bats. Foxes Fantastic Mr Fox</p> | <p>Elliott Jones Midnight Superhero Superdaisy Traction man meets Turbodog</p> | <p>The way back home Beegu</p> | <p>The tin forest (H.Ward W.Anderson The great kapok tree</p> | <p>Meerkat Mail Mama Panyas Pancakes Bringing the rain to Kapiti Plain (performance poetry)</p> |
| SPAG | <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use of capital letters, full stops, question marks and</p> | <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (she is drumming, he was shouting)</p> | <p>Correct choice and consistent use of present and past tense through writing Expanded noun phrases for description and specification</p> | <p>Commas to separate items in a list Formation of adjectives using suffixes –ful -less (see p56) Change of person and tense Statement, commands, questions and exclamations.</p> | | <p>Using subordination (what, if, that, because) Formation of nouns using suffixes such as –ness, -er</p> |

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| | exclamation marks to demarcate sentences | Grammatical patterns to indicate function Question / statement/exclamation/command | Use of adjectives, comparatives and superlatives | | | and by compounding (eg whiteboard, superman) |
| Maths Links | Sorting, data handling, measures, weight and capacity Statistics Time | Seasons, months, days, weeks, time | Telling the time Directional language Data handling / sorting and classifying | Locational / directional language 3D shape | | Measures Directional Language |
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Creative Curriculum Overview – Year 3 – 2018/9

| | <u>Autumn Term</u> | | <u>Spring Term</u> | | <u>Summer Term</u> | |
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| Topic title – Big question | Why Does a Jellyfish not have a Skeleton? | What would life be like in Bedrock? | Why are Greek myths still famous? | What makes shadows? | How does that blossom become an apple? | What makes the Earth Angry? |
| Driver subject/s | Science – animals, including humans | Science – rocks and fossils History – Stone Age to the Iron Age Art – metal work | History – a study of Ancient Greek life and achievements. Geography – European human and physical D&T – food tech Science – forces & magnets. | Science – light & shadows Electricity: simple circuits, conductors and insulators D&T – making shadow puppet theatres | Science – plants Art – sketching and painting from observation. | Geography – physical, climate zones, drought, mountains, earthquakes, features of rivers, water cycles Art |
| Enrichment: Trip/visit/WOW event | Design a sports day designed to make everyone feel good (PSHE: link to Wily) | Iron Age Visitor into school – planning to use same guy as Y5 for Anglo Saxons | Greek Day in school – dressing up, Greek food and activities | Shadow Puppet play performances to families | Rosliston Forestry Centre trip – How Does Your Garden Grow & Shelter Building | Simulate a ‘disaster’ Dark Horse digital comics: Make emergency plan |
| English | Narrative – stories with dilemmas. Non Chronological report | Narrative – stories related to the topic Poetry – list poems with extended lines/ similes | Narrative – myths and legends. Quest and adventure stories. | Explanation Texts Playscripts Traditional Light and Dark traditional Stories | Poetry – shape poetry Persuasive text: (seed packets) ‘Sell’ their plants through description | Non-chronological reports Haiku Poetry Newspapers |
| Related text | Willy the Champ and other books by Anthony Browne Funny Bones - Ahlbergs | One Small Blue Bead – Byrd Baylor Little Nose (John Grant) | Usbourne Book of Greek Myths and Legends. | The Man Who Sold his Shadow – Michael Rosen Explanation texts on light and shadows Traditional stories: Good overcoming evil (Story telling) | Madtail, Miniwhale & Other Shape Poems – Wes Magee What Shape is a Poem - Paul Cookson Eddie’s Garden – Sarah Garland | Two Summers (J.Hefferman) Water Dance (T; Locker) Lilia and the secrets of Rain Information texts on natural disasters. First person recount |
| SPAG | Expressing time, place and cause using conjunctions,. | Introduction to paragraphs. Use of prepositions, adverbial phrases | Word families based on common words | Introduction of inverted commas to punctuate direct speech | Use of the present perfect verb form as opposed to the simple past tense | Heading and sub-headings to aid presentation. |
| Maths Links | Measurement – time and distance Statistics – graphs and charts. | Time-lines – counting on and back in larger steps. Calculating durations | Directional language – compass points | Geometry – properties of 3D shapes | Measurement of length and volume for plant investigations | Data handling – sorting and grouping |

Creative Curriculum Overview – Year 4 – 2018/9

| | <u>Autumn Term</u> | | <u>Spring Term</u> | | <u>Summer Term</u> | |
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| Topic title – Big question | Science: Why is pop music enjoyed by so many? | History: Why were the Romans so powerful and what did we learn from them? | London – Kings and Queens | | What happens to the food we eat? Science – teeth & digestive system. | Why Can't We Grow a Cactus in the School Field? |
| Driver subject/s | Science – sound D&T – making musical instruments. MFL- songs ad rhymes in French. | History – the Roman Empire and its impact on Britain. Art – mosaics Geography- volcanoes. | Geography – settlements, rivers and world countries. Science – electricity Art – water colours. Computing- communication online. | History – British study beyond 1066 D&T – building castles in the style of different monarchs/ eras. | History – what would have done after school 100 years ago D&T – food tech: making our own toothpaste. MFL- Food and menus. | Science – identify and name living things. Geography – fieldwork studies/mapping Art – textiles: Georgia O'klee. |
| Enrichment: Trip/visit/ WOW event | Musical Hall of Fame! > Investigating and embodying various figures in musical history. | Visit from Roman soldier to school: Roman day. | Wow event in school: Around the world in a day! – exploring different countries and cultures. | Trip to Warwick Castle | Wow event: food technology day- open up a French Bistro | Investigating our local wildlife environments. Nature walks in the local areas. |
| English | Poems to perform – sounds. Explanation texts about musical instruments. | Narrative – Roman myths | Persuasion – adverts Information texts. Letter writing. | Narrative – historical stories Diary entires. | Instructions. Magazine and newspaper articles. | Poetry – similes & metaphors to create word pictures. Information: fact pages |
| Related text | The Magic Flute – Kyra Teis The Pied Piper of Hamelin – Michael Morpurgo | Roman myths: Geraldine McAuraegn Little Flame and the Great Queen – Tony Bradman Firework Makers Daughter. | Holiday brochure examples Information books about cities (school library) | Historical narratives: Lucy Worsley- Eliza Rose (Life as a Tudor Handmaiden) Tales of King Arthur. Dairy- The Early diaries of Queen Victoria. | Science fiction examples: guided reading pack in school. Jules Verne's stories. | Poetry about plants/ animals Fox: Margaret Wild & Ron Brooks |
| SPAG | Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although. | .Indicating possession by using the possessive apostrophe Using the present perfect form of | Using fronted adverbials, Using commas after fronted adverbials. Using conjunctions, adverbs and | Use of inverted commas and other punctuation to indicate direct speech. Use of commas after fronted adverbials. | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. | Apostrophes to mark plural possession. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when |

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| | | verbs in contrast to past tense. Organising paragraphs around a theme. | prepositions to express time and cause. | Standard English forms for verb infections instead of local spoken forms: past tense verbs. | Noun phrases modified by adjectives/ prepositions. | discussing their writing and reading |
| Maths Links | Statistics – graphs, charts and tables | Time, roman numerals and symmetry. | Shape work: Temperature, capacity, Length of rivers: height of skyscrapers. Population figures in Leicester/ London? | Length/ height of castles, trebuchet throws.. Measuring skills to make castles. Area & Perimeter. | Time taken for food to digest | Position and direction using coordinates and quadrants. |

Creative Curriculum Overview – Year 5 – 2018/9

| | <u>Autumn Term</u> | | <u>Spring Term</u> | | <u>Summer Term</u> | |
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| Topic title – Big question | What are the wonders of Ancient Egypt? | Would you go on holiday to Space? | Were the Anglo Saxons really smashing? | How do we get chocolate from all over the world? | What is the life cycle of different animals in hills, mountains, coasts and rivers? | How different will you be when you are as old as your grandparents? |
| Driver subject/s | History – ancient civilisations. | Geography – human & physical characteristics. Science- Planets and our solar system | History – Anglo Saxons Science – Earth and Space Art – clay work | Geography- economic activity and trade links. Fair trade. Natural resources D&T- Food tech | Science – all living things Art – sketching from observation. | Science – Animals including humans Local history – mining in Coalville. |
| Enrichment: Trip/visit/WOW event | Egyptian Day – Portals to the past (Beginning) | Space centre (End) | Anglo Saxon Day – Teacher Dress Up and lead (mid) – Fri 19.01.18 | Design and make a chocolate egg. (End) | Design and Make an environment – Junk Modelling (End) | History walk of Coalville. |
| English | Narrative – myths & legends Narrative – re-purposing as a playscript. Report – Egyptian Newspaper Report | Persuasion – travel brochure Narrative – stories with different voices. | Narrative poems & Poetry | Rainforest Inspired Narrative | Non-chronological comparative report | Recount – biography/ autobiography |
| Related text | Ancient Egypt Tales of Gods and Pharaohs – Marcia Williams | Space: The Whole Whizz Bang Story Glenn Murphy | You Wouldn't Want to be an Anglo-Saxon Peasant | The Great Kapoc Tree | Variety of Reports | The Little Book of Growing up – Vic Parker |

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| | | | Beowulf – Michael Morpurgo | Charlie and The Chocolate Factory - Roald Dahl | | Grandpa – John Burningham |
| SPAG | <p>Linking ideas across paragraphs using adverbials.</p> <p>Brackets, dashes, or commas to indicate parenthesis.</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> | <p>Using interesting connectives and conjunctions.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> | <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> | <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Relative clauses beginning with who, which, where</p> | <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> | <p>Relative clauses beginning <i>with who, whose, where, when, that</i> or an omitted relative pronoun.</p> |
| Maths Links | <p>Geometry : 3D shape of Egyptian Objects</p> <p>Identify, describe and represent the position of a shape following a reflection or translation.</p> | <p>Number and Place Value</p> <p>Read and write numbers up to 1,000,000 and determine the value of each digit.</p> <p>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000</p> | <p>Geometry: Position and Direction.</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using appropriate lang.</p> <p>Statistics:</p> <p>Solve comparison, sum and difference problems using information presented in a line graph</p> | <p>Fractions, decimals and percentages.</p> | <p>Long Multiplication and division</p> | <p>Measurements</p> <p>Statistics – graphs and charts.</p> <p>Geometry- Positions and direction</p> |

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| <p>Music</p> | <p>Steel Pans Play and perform in solo and ensemble contexts using the voice and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen to attention to detail and recall sounds with increasing aural memory</p> <p>Ancient Egyptian Music – Instruments (Drawn from different traditions)</p> | <p>Steel Pans Play and perform in solo and ensemble contexts using the voice and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen to attention to detail and recall sounds with increasing aural memory</p> <p><u>Star Wars – Sir John Williams</u> Character Themes (e.g. Yoda’s Theme)</p> | <p>Steel Pans Play and perform in solo and ensemble contexts using the voice and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen to attention to detail and recall sounds with increasing aural memory</p> <p><u>Primitive Music</u> Creating music using primitive instruments</p> | <p>Steel Pans Play and perform in solo and ensemble contexts using the voice and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen to attention to detail and recall sounds with increasing aural memory</p> <p><u>Brazilian Music</u></p> | <p>Steel Pans Play and perform in solo and ensemble contexts using the voice and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen to attention to detail and recall sounds with increasing aural memory</p> <p><u>Impressionistic Composers</u> Debussy Durufle</p> | <p>Steel Pans Play and perform in solo and ensemble contexts using the voice and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen to attention to detail and recall sounds with increasing aural memory</p> <p>Music – From the Baroque era to modern day.</p> |
| <p>Art</p> | <p>Ancient Egyptian Art</p> | <p>Peter Thorpe – Space Art</p> | <p>Ancient Artwork of Anglo-Saxons</p> | <p>Chocolate Wrapper Design - Advertisement</p> | <p><u>Landscape Artists</u> Vincent van Gogh Claude Monet David Hockney Turner wasily kandinsky</p> | <p>A STREET THROUGH HISTORY – Overlay Art</p> |
| <p>Drama</p> | <p>Arts Festival – Alice & Wonderland</p> | <p>Creating short drama – informed by character theme music</p> | <p>Reciting Poetry</p> | <p>Recreating scenes from Charlie and The Chocolate Factory</p> | <p>Roleplay</p> | <p>Scenes inspired by stages of life.</p> |
| <p>Science</p> | <p>Explain that unsupported objects fall towards the earth because of the force of gravity active between the</p> | <p>Describe the movement of the earth and other planets, relative to the sun and the solar system.</p> | <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials,</p> | <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a</p> | <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> | <p>Describe the changes as humans develop to old age.</p> |

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| | <p>earth and the falling object</p> <p>Identify the effects of air, water resistance and friction. The act between moving surfaces.</p> <p>Recognise that some mech. Including levers, pulleys and gears allow a smaller force to have a greater effect.</p> | <p>Describe the movement of the moon rel. to the earth</p> <p>Describe the sun earth and moon, as approx. spherical bodies</p> <p>Use the idea of the earth's rotation to describe the apparent mvt. Of</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets the sun.</p> | <p>including metals, wood and plastic</p> | <p>solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> | <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe the changes in animals develop to old age.</p> | |
| History | Achievement of earliest civilisations of Ancient Egypt. | Chronology of Space Travel | Britains settlement by Anglo-Saxons Anglo-Saxon invasions, settlements and kingdoms. | Industrial Revolution – Trade | Use of the river systems – historically | Significant turning point in British history (Railways) |

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| Geography | Egypt | Planets – Order, features, and magnitude. | Name and locate counties and cities in the United Kingdom, geographical regions and their identifying human and physical characteristics. Understand how land use has changed overtime. | Rainforest - identifying human and physical characteristics. | Use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs, and digital technologies. | Understand how land use has changed overtime. |
| D&T | Create a pulley Apply their understanding.... | Build a model of the solar system | Junk Modelling – Anglo-Saxon Settlement | Design & Make chocolate Easter Egg. | Junk Modelling – Landscape | Mine - Paper Mâshé |
| MFL <i>French</i> | Review of basic vocabulary and phrases. | Read carefully and show understanding of words, phrases and simple writing | Develop accurate pronunciation and intonation. | Speak in sentences, using familiar vocabulary. | Engage in conversations, ask and answer questions. Express opinions and ask for those of others. | Write phrases and sentences from memory. |
| Computing | Simple Written Algorithms | Recreating Solar System through Scratch | Scratch Recreating ancient, Anglo-Saxon settlements | Simple Written Algorithms | (Animate) life cycle of different animals in hills, mountains, coasts and rivers? | Statistics – using excel to create graphs. |

Creative Curriculum Overview – Year 6 – 2018/9

| | <u>Autumn Term</u> | | <u>Spring Term</u> | | <u>Summer Term</u> | |
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| Topic title – Big question | Have we always looked like this? | I'm a Year 6 can you get me out of here? | Were the Vikings always vicious or victorious? | How can you light up your life? | Science revision, SATS and performance. | Science revision, SATS and performance. |
| Driver subject/s | Science - Evolution and Inheritance -Adaptation -Offspring – similarities and difference -Fossils -Charles Darwin | Geography - Mapping skills and fieldwork Science link – -human survival and exercise DT link-survival meals | History -Viking raids and invasions, Alfred the Great, laws and justice | Science - Light, how light travels and the eye. | Year 6 -Science revision -SATs Revision | <u>Creative Arts</u> – -Leavers' Production |
| Enrichment: Trip/visit/ WOW event | -WOW – clip from Planet of the Apes -Planet of the apes Experience day in school – dressing up, food and activities | -To plan a survival week -Explorers Experience Day -WOW orienteering around School grounds -Walk to Memorial Square Remembrance Day -Cinderella Derby Theatre | -WOW – clip of film showing life in Viking village -To plan a Viking battle in the playground as part of Viking Experience Day – (Viking guy visiting) | -To create an art gallery of eyes and invite whole school to their Eye art exhibition | -Year 6 SATs Revision | -Production Auditions -E on Day (after SATS) -PSHE Activities - Year end activities -S Education -Move Up Day |
| English Links | Non Fiction - Non Chronological report Recount | Narrative – Stories related to topic. | Poetry – Poems to perform Personification | Non Fiction - Discussion and Balanced Argument | -Year 6 SATs Revision | Leavers book Play scripts |

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| | | Non Fiction Writing Balanced Argument) Descriptive writing Explanation Writing | Poetry – landscapes | | | |
| Related text | Boy, Going Solo, Singing for Mrs Pettigrew/Homecoming | -MYST- computer game - Kensuke's Kingdom by Michael Morpurgo | -How to train a dragon by Cressida Cowell - The Saga of Eric The Viking by Terry Jones | -My Light by Molly Bang -Fox by Margaret Wild and Ron Brooks | -Year 6 SATs Revision | Year-end activities |
| SPAG | Vocabulary typical of formal and informal speech. | Types of noun, adverbs, word class | Higher level -use of the semi-colon, dashes, brackets, etc. | Punctuation and spelling revision | -Year 6 SATs Revision | Year-end activities |
| Maths Links | Maths = Discreet framework skills. + Topic maths: Solving problems related to money, using all 4 operations. | Maths = Discreet framework skills. + Topic maths: Maps, solving problems related to survival | Maths = Discreet framework skills. + Topic maths: Dates and time periods. Graphs and tables | Maths = Discreet framework skills. + Topic maths: Angles, 3d shape and graphs | -Year 6 SATs Revision | Enterprise skills |
| Reflection | Reflection: how have humans adapted over the years? | Reflection: presentation on urban/rural school and their locality | Reflection: prepare Viking day – share with others crafts and skills of Vikings | Reflection: documentary on what has been learnt | -Year 6 SATs Revision | Year-end activities |