Year: 6 **Term**: 2 **Topic(s)**: Through the wardrobe (Symbolism) **Hook(s)**: Visit to Cristina Iglesias's Entrance into another World

	Week 1 w/b 30.10.17	**Week 2** w/b 06.11.17	**Week 3** w/b 13.11.17	**Week 4** w/b 20.11.17	**Week 5** w/b 27.11.17	**Week 6** w/b 04.12.17	**Week 7** w/b 11.12.17	**Week 8** w/b 18.12.17
Wider curriculum	**30.10.17 Yr R Balanceability**	**06.11.17 Yr R Balanceability**	**13.11.17 Anti-Bullying Week** **Yr R Balanceability** **3.30 – Parent Consultations (Late)**	**20.11.17** **Year 6 Testbase – Reading** **All Day – NCTEM, London SJ** **Yr R Balanceability**	**27.11.17** **Puma Tests Yrs 3-5** **Yr R Balanceability**	**04.12.17** **Yr R Balanceability** **3.30 – Christmas Art Attack**	**11.12.17** **10.30 – 11.30 Ambassador Pod – Josh Kennedy**	**18.12.17** **10.00 Secret Santa**
	31.10.17 **SCAF Deadline** **5.00 – 7.00 Yr5/6 Basketball, Folkestone Sports Centre**	**07.11.17** **9.00 – 11.00 Yr1/2 Drama Workshop** **1.30 Fire Warden Training MG/NC/RS/WH/SS/AT/CM**	**14.11.17** **3.30 – Parent Consultations** **5.00 – 7.00 Yr5/6 Basketball, Folkestone Sports Centre**	**21.11.17** **Year 6 Testbase – Reading** **All Day – JE Comprehension Training**	**28.11.17** **Puma Tests Yrs 3-5**	**05.12.17** **3.00 – 5.00 SST Basketball** **3.30 Staff Meeting - PPMS**	**12.12.17** **6.30 FGB**	**19.12.17** **Christmas Lunch** **End of Term 2**
	01.11.17 **All Day – Mastery Course – SJ** **11.00 – 12.00 SST Basketball Yr 6 (Playground)** **4.30 – CCCU School Direct Catch Up Session**	**08.11.17** **All Day – School Visits Mastery Maths – SJ** **9.00 – 3.00 Tiempo Dance Yr3/4 Main Hall** **11.00 – 12.00 SST Basketball Yr 6 (Playground)** **6.00 Yr 6 SATs Meeting with Parents** **7.00 PTA meeting**	**15.11.17** **All Day – School Visits Mastery Maths – SJ** **9.00 – 3.00 Food for Thought Yr1/2** **11.00 – 12.00 SST Basketball Yr 6 (Playground)** **1.00 – 3.00 KS2 Authors Abroad**	**22.11.17** **Year 6 Testbase – Maths** **11.00 – 12.00 SST Basketball Yr 6 (Playground)**	**29.11.17** **All Day – Maths Mastery – SJ** **11.00 – 12.00 SST Basketball Yr 6 (Playground)**	**06.12.17** **TAG DAY (Donations for Christmas Fayre in Library)** **All Day – School Visits Mastery Maths – SJ**	**13.12.17** **EYFS/KS1 Leas Cliff Hall Panto** **All Day – School Visits Mastery Maths – SJ**	
	02.11.17 – Workforce Census	**09.11.17** **9.30 – 12.30 Yr3/4 Sports Hall Athletics, 3 Hills** **10.00 Whole School Remembrance Assembly** **1.30 – 4.30 Yr5/6 Sports Hall Athletics, 3 Hills**	**16.11.17** **9.00 – 12.00 Yr 4 SST Squash Crazy** **1.00 – 4.00 NQT Training**	**23.11.17** **1.30 – Admissions 2018 Parent Tours**	**30.11.17**	**07.12.17** **Year 3/4 Panto "Peter Pan" Marlowe Theatre**	**14.12.17**	
	03.11.17 Reports in to SLT **Yr 5 Brass Lessons**	**10.11.17** **Reports to Parents** **Yr 5 Brass Lessons**	**17.11.17** **Year 5 Brass Lessons**	**24.11.17** **1.30 – Admissions 2018 Parent Tours** **Year 5 Brass Lessons**	**01.12.17** **Christmas Tree Delivery and Decorate after school** **Year 5 Brass Lessons**	**08.12.17** **Data Update 2** **Year 5/6 Panto "Peter Pan" Marlowe Theatre** **9.30 – 11.30 SST First Touch Football** **3.30 – PTA Christmas Fayre**	**15.12.17** **Year 5 Brass Lessons**	
Writing	**Fiction unit: Adventure stories** Cold Task: Write your own short adventure story Imitation: Introduce model text. Decide which genre of narrative this is. What other adventure stories do they know? Model looking through the text and deciding which words/phrases and sentence types belong in an adventure story .Children to highlight text in pairs. Then discuss what children have highlighted as a whole class. Model a short flash back for the Trapped story Start to create a writer's toolkit for adventure stories – discuss a reason for the adventure to begin as being one of the tools, building	**Imitation games** 1.Read the simple text. Why isn't this a very good adventure story? What do we need to add? With the children model how we could edit the given text to improve it using the writer's toolkit and by adding in different sentence types. Editing a poorly written version of the text. 2.SPaG workshop: Revise and continue consolidating multi-clauses. 3. Create setting toolkit & extended writing.	**Innovation: shared write – short story** Dialogue toolkit Take an element or section of Narnia, possible the Beaver's house. Box up plan: CT to model and then children to box up for their version. We class shared write as Lucy. Chn to write, using the same elements but from Edmund's perspective.	**Innovation – Flashbacks - OPENINGS – 3 lessons due to mock week** Flashback workshop: https://www.literacyshed.com/francis.html Francis Come up with different ways the children could start their flashback (that's how it started; I thought back to how it all began; only that morning I had been…) Include sentence types and ensure character is developed in this part. Editing: flashbacks where the tense has become confused. Use a section from Narnia to explore the author's use of flashback. Develop this	Finish off last week's writing. Re-draft Innovation into a graphic novel (may take 2 lessons). Read stories to another year group and evaluate their effectiveness and progress towards meeting their targets. SPaG workshop: starting sentences with fronted adverbials.	**Invention ENDINGS:** Where would you put the flashback? Act out flashback and then shared write/write their own (2 lessons). Invention: explore and invent different settings. Invention games: different threats in the storyline. SPaG workshop:	**Invention** In discussion partners: The Lion, the Witch and the Wardrobe – children have to choose an animal, a character and a place, then weave a story together. Editing of yesterday's story, using targets. Planning Hot Task & writing Hot Task.	Christmas Poetry and Poetry Jam.

Year: 6 **Term**: 2 **Topic(s)**: Through the wardrobe (Symbolism) **Hook(s)**: Visit to Cristina Iglesias's Entrance into another World

	the character up in the flashback. Story map and rehearse.			technique within their writing about the time when Edmund is in the Witch's castle.				
	Extended writing: Cold Task	Extended writing: Character description based on pictures. Children to choose one of the pictures and do a piece of writing on it.	Extended writing: Taking place throughout the week.	Extended writing: Innovation	Extended writing: Free write based on resurrection of Aslan.	Extended writing: Take one of the settings and one of the threats and create a piece of writing. Challenge HA to include flashback.	Extended writing: Hot Task	Extended writing:
Reading	The Lion the Witch and the Wardrobe. Read Chapter 1-2 Look back at the opening form kidnapped, how does the author build suspense and mystery? Focus on using empty words, questions, simile sentence and creating a sense of mystery/ confusion. Hook the reader in. What impression is the author (CSLewis) trying to create when the reader first encounters Narnia and why? That is linked to Christmas and wonderful.	The Lion the Witch and the Wardrobe. Read Chapter 3-5 Character analysis: What sort of character is Lucy and how can we use this information to develop aspects of our own writing? (trusting and naïve) Page 10 & 11: Edmund based on evidence and inferences.	The Lion the Witch and the Wardrobe. Read Chapter 6-8 Planning to come once Read and Respond books arrive.	The Lion the Witch and the Wardrobe. Read Chapter 9-11 The Witch's Castle allows for flashback scene. Use a section from Narnia to explore the author's use of flashback.	The Lion the Witch and the Wardrobe. Read Chapter 12-15 Look at examples, themes, target audience and language of graphic novels.	The Lion the Witch and the Wardrobe. Read Chapter 16-17 Planning to come once Read and Respond books arrive.	**Comparisons between the book and the story of resurrection (RE).** **Test technique workshops.**	Poetry analysing themes and techniques used by the author to create a certain effect.
SPAG	SPaG workshop: apostrophes Spelling: **-ant, -ance, ancy**	2.SPaG workshop: Revise and continue consolidating multi-clauses. Spelling: **-ent, -ence, -ency**	SPaG workshop: Revise and continue consolidating multi-clauses. (Fronted adverbials – correctly punctuated). Punctuating dialogue Spelling: **Homophones (& near homophones)**	SPaG workshop: semi-colons Spelling: **Homophones (& near homophones)**	SPaG workshop: semi-colons Spellings: **Common exception and tricky words**	SPaG workshop:colons Spellings: **–cious or –tious**	SPaG workshop:colons Test on Year 5 & 6 word list using this for gap analysis.	Spag assessment for gap analysis. Revision of spellings taught.
Maths	Use their knowledge of the order of operations to carry out calculations involving the four operations Use common factors to simplify fractions; use common multiples to express fractions in the same denomination	Compare and order fractions, including fractions >1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	Multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. 1/4 × 1/2 = 1/8]	MOCK SATS WEEK	Divide proper fractions by whole numbers [e.g. 1/3 ÷ 2 = 1/6]	Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction [e.g. 3/8] .	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Revision and gap filling.
Science		. **Light** Cold Task • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	**Light** • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Light:** Hot Task				

Year: 6 **Term**: 2 **Topic(s)**: Through the wardrobe (Symbolism) **Hook(s)**: Visit to Cristina Iglesias's Entrance into another World

			Talk 4 Writing Link: revise non-chronological report genre – write a non-chronological report on light Science show at Quarterhouse					
RE							Lesson on disciples: trust and loyalty.	Rules (link to PHSCE)
Indoor PE	**Fitness: Boxercise** Develop an understanding of preparing the body for exercise and understand what fitness means. Learn aerobic warm up.		Develop understanding of how to link moves together, including more challenging moves.	Develop fluency of moves, including to music. Understand the value of this type of exercise.	Demonstrate an understanding of boxercise movements to music.	Develop skills at linking boxercise movements together to form a routine.	Perform and devise own boxercise routines.	
Outdoor PE	Basketball coaching –external coaching (Gorillas)	Basketball coaching –external coaching (Polar Bears)	Basketball coaching –external coaching (Gorillas)	Basketball coaching –external coaching (Polar Bears)	Basketball coaching –external coaching (Gorillas)	Continuation of basketball skills from coaching		Continuation of basketball skills from coaching
Computing	**UNIT 6.1** App Planning Discuss the capabilities of a smartphone. Understand how GPS works. Find a problem to solve with an app – mindmap ideas for an app before narrowing down. Research the competition.	**UNIT 6.1** App Planning Create and deliver a pitch for the app idea. (Using PowerPoint).		**UNIT 6.2** Project Managing Identify the component tasks of a project and develop a timeline to track progress	**UNIT 6.2** Project Managing Identify existing talents and plan how to develop further knowledge and skills	**UNIT 6.2** Project Managing Identify the resources needed to accomplish a project	**UNIT 6.2** Project Managing Use web-based research skills to source tools, content and other resources	
History								
Geography				**Geographical Changes** Develop understand the effects of weathering and erosion. Explore how coastal featres are formed.	Understand how UK/ European borders and boundaries have changed over time. Develop an awareness of how and why landscapes change over time.	Make predictions about how physical and human factors may change the landscape in the future.		
PSHE/P4C				Introduced through context of History sessions To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules.	• To know that there are some cultural practices which are against British law and universal human rights • To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities • To explore and critique how the media present information.	Math links: • To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax'	
Art	LINK TO HOOK: winter themed art for hall display x 2 lessons		Symbolism art Paul Kuczynski artist study. Link to reading – hidden messages.	21st-22nd CM to lead Art (David Hockney) in Gorillas Gorillas: Plan own Art in the style of Paul Kuczynski. Create and evaluate this too.	28th-29th CM to lead Art (David Hockney) in Polar Bears Polar Bears: Plan own Art in the style of Paul Kuczynski.			Glass painting (xmas candle holders).

Year: 6 **Term**: 2 **Topic(s)**: Through the wardrobe (Symbolism) **Hook(s)**: Visit to Cristina Iglesias's Entrance into another World

					Create and evaluate this too.			
DT								
Music					Recorders (Polar Bears): recorder basics and revising sheet music	Recorders (Gorillas): recorder basics and revising sheet music	Recorders – learn and refine skills at playing carols on the recorder	CHRISTMAS COMMUNITY PROJECT – RECORDER CAROLS
Spanish		**UNIT 15: Vamos al colegio (On the way to school)** Develop accuracy in pronunciation and intonation when learning the alphabet.	Learn to talk about features in the local area. Listen attentively and understand more complex sentences.	To be able to read Spanish and pick out key points by looking for visual and aural clues.	Make and manipulate short simple sentences and texts.	Understand techniques for keeping conversations going, asking for repetition and clarification as needed.	Prepare a presentation (in PowerPoint?) on how they get to school.	
British Values				Respect: To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (Link to English, PSHE and RE)	Rule of law: To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules. (Link to English, PSHE and RE)			Rule of Law: Link to the 10 commandments learning in RE.