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|  | **Week 1**  **5/9** | **Week 2**  **12/9** | **Week 3**  **19/9** | **Week 4**  **26/9** | **Week 5**  **3/10** | **Week 6**  **10/10** | **Week 7**  **17/10 (3 day week)** |
| SPaG | I can use logical connectives e.g consequently, furthermore or the contrary etc. I can use expanded noun phrases to convey complicated information concisely. I can use modal verbs or adverbs to indicate degrees of possibility. I can use a relative clause. I can use complex punctuation correctly (brackets, hyphen, colon, semi-colon, apostrophe, speech marks)  Bespoke SPaG curriculum taken from PiXL. | | | | | | |
| Writing Transition Wheel focus – Speech and spell Y5/6 words, Clauses & writing at length | Free Write  Wellbeing Week - see separate planning | **Test week - bench mark testing SATs papers 2019 or 2022**.  COLD WRITE – Myth & Legends  I have included a title to make the reader want to read.  I have written a beginning, setting my legend in the distant past.  I have included a build up with a dilemma.  I have included a resolution.  I have included a hero/heroine.  I have included mortal and immortal characters.  I have written in the past tense.  I have used powerful verbs.  I have included descriptive language.  (Including similes).  I have used fronted adverbials.  I have used time conjunctions to give flow to my writing. | Myth & Legends  I have included a title to make the reader want to read.  I have written a beginning, setting my legend in the distant past.  I have included a build up with a dilemma.  I have included a resolution.  I have included a hero/heroine.  I have included mortal and immortal characters.  I have written in the past tense.  I have used powerful verbs.  I have included descriptive language.  (Including similes).  I have used fronted adverbials.  I have used time conjunctions to give flow to my writing. | HOT WRITE – Myth & Legends  I have included a title to make the reader want to read.  I have written a beginning, setting my legend in the distant past.  I have included a build up with a dilemma.  I have included a resolution.  I have included a hero/heroine.  I have included mortal and immortal characters.  I have written in the past tense.  I have used powerful verbs.  I have included descriptive language.  (Including similes).  I have used fronted adverbials.  I have used time conjunctions to give flow to my writing. | COLD WRITE – Instructions  I can use a title that says what the instructions are for  I can show chronological order using bullet points or numbers  I can clearly explain steps in detail  I can use technical words that are appropriate for the instructions  I have used 2nd person eg. “Next, you do this…”  I have been as brief as possible but have not left out any details  I have used precise adverbs and adjectives eg “gently stir in the dry ingredients” | HOT WRITE – Instructions  I can use a title that says what the instructions are for  I can show chronological order using bullet points or numbers  I can clearly explain steps in detail  I can use technical words that are appropriate for the instructions  I have used 2nd person eg. “Next, you do this…”  I have been as brief as possible but have not left out any details  I have used precise adverbs and adjectives eg “gently stir in the dry ingredients” | PGL Shropshire - Gallery Teachers |
| TopicHistory/DT | 1. What would it have been like to live in the Sumerian era?  2. What vocabulary could you use to describe the Sumerians? | 3. What vocabulary could you use to describe the changes in the Sumerian era?  4. How can you use dates to describe Sumerian events? | 5. What could you use to present your knowledge of the Sumerians?  6. How can you use coding to control and monitor models? | 7. Who are some inspirational designers throughout history and why?  8. How could you use the influences of historical designers and why? | 9. How could you improve upon an existing design with your own innovation?  10. How could you evaluate existing products and suggest improvements? | PGL Shropshire - Gallery Teachers |
| Reading Transition Wheel focus – Evidence to support a statement.  Number Events | **Test week - bench mark testing SATs papers 2019 or 2022.** | Information texts | Information texts | Information texts | Information texts | PGL Shropshire - Gallery Teachers |
| Maths | **Test week - bench mark testing SATs papers 2019.** | Bespoke curriculum taken from PiXL data.  Transition Wheel | Bespoke curriculum taken from PiXL data.  Transition Wheel | Bespoke curriculum taken from PiXL data.  Transition Wheel | Bespoke curriculum taken from PiXL data.  Transition Wheel | PGL Shropshire - Gallery Teachers |
| **Computing** | To connect (collaborate with others online, copyright, understand that it is illegal to download copyrighted material, understand how simple networks are set up, online safety)  To collect (select appropriate apps to devise, construct and manipulate data and present it in a professional manner) | | | | | | |
| **R.E** | Religion, family and community  How can we make Corsham /Wiltshire a more respectful place? (Q11) | | | | | | |
| **Languages** | **Not this term** | | | | | | |
| **PE** | Up and Under and Swimming | | | | | | |
| **L4L** | PiXL You Are Awesome | | | | | | |
| **Important dates** | . | Test week |  |  |  |  | PGL Trip |