

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Novel	Wonder	Wonder	Wonder	Wonder	Wonder	Wonder
English Writing	<p>Varies length, structure and subject of sentences to extend meaning and interest the reader</p> <p>Demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form</p> <p>Formal letter</p> <p>Instructional text- how to prepare a 5 a day tasting menu</p> <p>Spellings</p> <p>ndings -cial endings -tious endings -cious endings confidential official cautious suspicious influential special ambitious gracious substantial financial infectious precious essential malicious initial anxious</p>	<p>Punctuates <u>bullet points</u> consistently</p> <p>Uses colons, semi colons and dashes to mark boundaries between independent clauses</p> <p>Non-chronological report - circulatory system</p> <p>Spellings</p> <p>Words from the year 5, 6 spelling list (unstressed vowels)</p> <p>Accommodate</p> <p>Bruise</p> <p>Category</p> <p>Cemetery</p> <p>Definite</p> <p>Desperate</p> <p>Dictionary</p> <p>Embarrass</p> <p>Environment</p> <p>Exaggerate</p> <p>Marvellous</p> <p>Nuisance</p> <p>Parliament</p> <p>Privilege</p> <p>Secretary</p> <p>vegetable</p>	<p>Uses the passive voice to effect the presentation of information in a sentence</p> <p>Uses suitable forms with appropriate features for different text types</p> <p>Non-chronological report - circulatory system</p> <p>Spellings</p> <p>Sacrifice</p> <p>Secretary</p> <p>Shoulder</p> <p>Signature</p> <p>Sincerely</p> <p>Soldier</p> <p>Stomach</p> <p>Sufficient</p> <p>Suggest</p> <p>Symbol</p> <p>System</p>	<p>Introduces, develops and concludes paragraphs appropriately</p> <p>Uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning</p> <p>Discussion</p> <p>Spellings †</p> <p>Words with the ending /shul/ spelt -cial or -tial</p> <p>official</p> <p>special</p> <p>artificial</p> <p>social</p> <p>racial</p> <p>crucial</p> <p>facial</p> <p>beneficial</p> <p>superficial</p> <p>antisocial</p>	<p>Varies length, structure and subject of sentences to extend meaning and interest the reader</p> <p>Uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning</p> <p>Discussion</p> <p>Spellings</p> <p>/shun/ endings</p> <p>action condition addition</p> <p>attention communication nation</p> <p>mention station occupation</p> <p>location</p> <p>optician politician musician</p> <p>beautician dietician electrician</p> <p>technician statistician physician</p> <p>magician</p>	<p>Introduces, develops and concludes paragraphs appropriately</p> <p>Uses suitable forms with appropriate features for different text types</p> <p>Discussion</p> <p>Spellings</p> <p>Suffixes-</p> <p>According</p> <p>Attached</p> <p>Criticise /critic</p> <p>Determined</p> <p>Equipment (ment/ ped)</p> <p>Especially</p> <p>Frequently</p> <p>Immediately</p> <p>(un) necessary</p> <p>Sincere (ly)</p>
Reading	<p>Reads confidently</p> <p>draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Reads confidently</p> <p>Determines meaning of new words by applying knowledge of root words</p>	<p>Reads confidently</p> <p>Explains how language, structure, and presentation, can contribute to the meaning of a text.</p>	<p>Reads confidently</p> <p>Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.</p>	<p>Reads confidently</p> <p>Makes predictions based on details stated and implied.</p> <p>Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.</p>	<p>Reads confidently</p> <p>Identifies how punctuation is used for impact and effect</p> <p>Explains and discusses understanding of what has been read, including through formal presentations and debates</p>

Educational							
Religious Education	What happened at The Last Supper?	What are the events of Easter?	What does the Easter story mean to Christians today?	Can we reflect on ideas behind Good Friday and Easter Day?	What questions do we want to ask?	So, why are Good Friday and Easter Sunday the most important days for Christians?	
French	Asking and talking about daily routine	Talking about times of daily routines	Asking and talking about breakfast	Talking about details of a typical day.			
Art	Explore the artist Antoni Gaudi. Spanish architect, Antoni Gaudi. Find years of key events in Gaudi's life.	Read fact cards and draw a chimney in the style of Gaudi	Design a clay model of Gaudi's work	Plan a vase	Make a vase	Evaluate work.	
Music	Song - You've got a Friend in Me Listen and appraise Musical warm up games learn to sing the song Improvise with the song Compose with the song Perform and share	Song - You've got a Friend in Me Listen and appraise Musical warm up games learn to sing the song Improvise with the song Compose with the song Perform and share	Song - One Fine Day Listen and appraise Musical warm up games learn to sing the song Improvise with the song Compose with the song Perform and share	Song- Up On the Roof Listen and appraise Musical warm up games learn to sing the song Improvise with the song Compose with the song Perform and share	Song- Will you still Love me Tomorrow? Listen and appraise Musical warm up games learn to sing the song Improvise with the song Compose with the song Perform and share	Song - The Locomotion Listen and appraise Musical warm up games learn to sing the song Improvise with the song Compose with the song Perform and share	

Useful websites

http://www.direct.gov.uk/en/Environmentandgreenerliving/DG_067762