
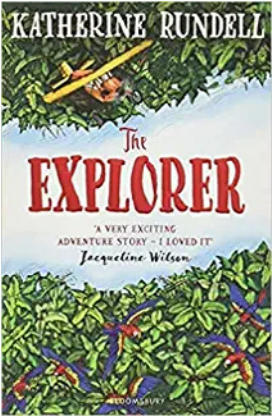
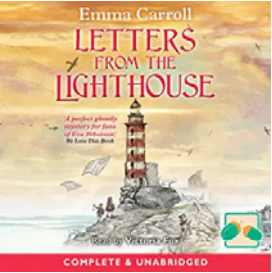

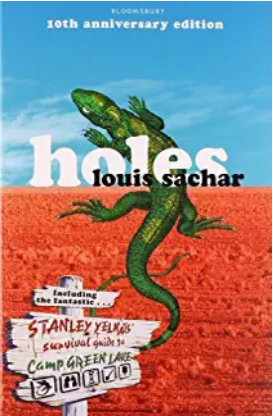
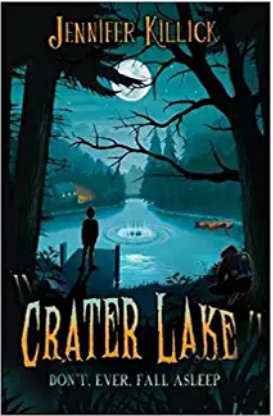
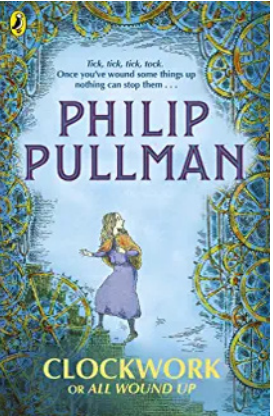


Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/ Geography focus	<p>Victorians A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 (refer back to Years 1 and 2) Non - Statutory: The changing power of monarchs using case studies such as John, Anne and Victoria. Or the First railways</p>	<p>Rainforests</p>	<p>Local History Study - WW2 Links to Southampton (refer back to Y3) <i>A study of an aspect of History or a site dating from a period beyond 1066 that is significant in the locality</i></p>	<p>Crime and Punishment Skill - Change and Continuity Skill - Characteristic Features Children to create their own Knowledge Organiser looking at Crime and Punishment in different time periods</p>	<p>Geography skills (covering Y6 objectives not previously covered in Rainforests topic)</p>	
Science focus	<p><u>Electricity</u> Physical Science/Physics</p>	<p><u>Evolution and inheritance & Living Things & Habitats</u> Biology/Genetics</p>	<p><u>Animals including humans</u> - Circulatory System Biology/Zoology</p>	<p><u>Light - Inc the Human Eye</u> Physical Science/Physics</p>	<p>SATS</p>	<p>Investigative Skills - Prep for secondary school.</p>
English Key Texts			  <p>Short Film 'Beyond the Lines'</p>			

					<p>Short Film 'Francis'</p>	<p>Short Film 'Road's End'</p>
<p>How key texts support writing</p>	<p>Journey 1 Non-chronological report will be a report about the jobs undertaken by poor Victorian children. This links to the History topic, as well as the 'Street Child' book.</p> <p>Journey 2 Biography-Children to write a biography of Jim Jarvis (Street Child). This links to the History topic, as well as the 'Street Child' book.</p>	<p>Journey 1 Narrative (Write their own version of the opening to 'The Explorer')</p> <p>Journey 2 Formal Letter (Write a persuasive letter with the aim of inspiring action to protect the Rainforests from deforestation.)</p>	<p>Journey 1 Narrative (Write a setting description and predict the ending of the short film 'Beyond the Lines'.) History topic links.</p> <p>Journey 2 Letter (Write a letter home as a soldier after D-Day). History topic links.</p> <p>Journey 3 Poem (Children to create an emotive poem about WW). History topic links.</p>	<p>Journey 1 Journalistic writing (Write a newspaper report about Stanley's arrest and conviction. Create an online news blog for Texas locals.) Links to 'Holes'.</p> <p>Journey 2 Informal letter (Children write a letter home to Mom in role as Stanley about his first few days at Camp Green Lake.) Links to 'Holes'.</p> <p>Journey 3 Camp Green Lake Survival Guide. Links to 'Holes'.</p>	<p>'Holes' writing continues into Summer 1, due to the number of outcomes we get from this text. This is why there is only 1 journey here.</p> <p>Journey 1 Narrative (First or third person narrative based on the short film 'Francis'). Crater Lake helps with this writing journey as it shows how to build tension and suspense.</p>	<p>Journey 1 Narrative (Third person narrative based on the short film 'Road's End'.)</p>
<p>Writing skills</p>	<p>Journey 1 Learn how to take effective notes</p>	<p>Journey 1 Creating atmosphere and tension before the crash.</p>	<p>Journey 1 Predict ending of the film Practise 'show not tell'</p>	<p>Journey 1 Discuss audience and purpose Look at features,</p>	<p>'Holes' writing continues into Summer 1, due to the number of outcomes</p>	<p>Journey 1 Character description of Red Scarf Setting description</p>

	<p>Organise and present research Learn different sentence structures Colons to introduce a list Hyphens for parenthesis Clauses Adverbs Colons within sentences Informal language</p> <p>Journey 2 Create a timeline of key events from his life Interviews in role Use features of WAGOLL to create own biography Use of figurative language (similes) Selecting appropriate adjectives Passive voice Cohesive devices Formal language</p>	<p>Descriptive writing after the crash. Using speech to move the story on. Short sentences. Semi-colon & dashes Speech Punctuation</p> <p>Journey 2 Logging, farming Protection of habitats and biodiversity Protection of climate Utilise debating. Oral rehearsal opportunities when writing. Reading as a writer for clarity.</p>	<p>Practise use of colons and semicolons Read a range of real letters home and then write their own Emotive language Symbolism Informal language</p> <p>Journey 2 Discuss symbolism Colons and semicolons Plan a letter Informal language Emotive vocabulary</p> <p>Journey 3 Study figurative language and emotion within poetry Plan a poem Write an emotive poem Figurative language - imagery, similes and metaphors Emotive language choices</p>	<p>Timeline of Stanley's conviction Imitate features Write own report Past tense Third person Conjunctions Formal language Reported speech Careful word choice</p> <p>Journey 2 Hot seating Stanley Learn features Imitate features Write letter Informal tone, subjunctive mood, repetition for effect, direct address, rhetorical questions, embedded clauses, colons and emotive language Conveying a character's thoughts and feelings</p> <p>Journey 3 Read the survival guide by Louis Sachar Mind map information new inmates would need Learn features Imitate Stanley's writing style. Informal tone Parenthesis Colons Short sentences for effect Rhetorical questions Subordinate clauses</p>	<p>we get from this text. This is why there is only 1 journey here.</p> <p>Journey 1 Setting description Journal writing Building tension and suspense Creature description Creating tension and atmosphere Expanded noun phrases Show not tell Figurative language Careful word choices Semicolons and colons</p>	<p>Inner monologue of driver Dialogue between characters Use features to write own narrative Expanded noun phrases for description Prepositions Show not tell High quality vocabulary Figurative language Creating atmosphere Punctuating speech</p>
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<p>Writing outcomes</p>	<p>Journey 1 Purpose – To Inform Audience - Publish on the blog and in school Form- Non-chronological report (Write a report about the jobs undertaken by poor Victorian children)</p> <p>Journey 2 Purpose – To Inform Audience – Make a class book and publish on website Form- Biography (Children to write a biography of Jim Jarvis).</p>	<p>Journey 1 Purpose – To Entertain Audience - Send copies of our versions to the author Form- Narrative (Write their own version of the opening to ‘The Explorer’)</p> <p>Journey 2 Purpose – To Persuade Audience – Tesco’s CEO Form- Formal Letter (Write a persuasive letter with the aim of inspiring action to protect the Rainforests from deforestation.)</p>	<p>Journey 1 Purpose - To Entertain Audience - Send stories to local museum and on Twitter Form- Narrative (Write a setting description)</p> <p>Journey 2 Purpose - To inform Audience - Family member Form - Letter (Write a letter home as a soldier after D-Day)</p> <p>Journey 3 Purpose - To Entertain Audience - Recordings to be shared on website Form- Poem (Children to create an emotive poem about WW)</p>	<p>Journey 1 Purpose - To discuss Audience - Local people in Stanley Yelnats town Form- Journalistic writing (Write a newspaper report about Stanley’s arrest and conviction. Create an online news blog for Texas locals.)</p> <p>Journey 2 Purpose - To entertain Audience - Stanley’s Mom Form- Informal letter (Children write a letter home to Mom in role as Stanley about his first few days at Camp Green Lake.)</p> <p>Journey 3 Purpose - To inform Audience - New campmates joining Camp Green Lake Form- Camp Green Lake Survival Guide</p>	<p>Journey 1 Purpose - To entertain Audience - Published online Form- Narrative (First or third person narrative based on the short film ‘Francis’)</p>	<p>Journey 1 Purpose - To Entertain Audience - Year 5 Form- Narrative (Third person narrative based on the short film ‘Road’s End’.)</p>