

Y6 Autumn (8 and 8 weeks)									
Topic	Everyone's Welcome	Reading for Pleasure	Science- Electricity	Poetry Week	Half term	History – WW1	History – WW1	Geography- The Americas	1 week
Texts	All Are Welcome	The Neverending Story- Michael Ende	Non-fiction texts Step into Science Electricity- Peter Riley	Poems of the First World War- Gaby Morgan		War Horse (Picture Book Edition) Michael Morpurgo Poppy Field- Michael Morpurgo	War Horse (Picture Book Edition) Michael Morpurgo Poppy Field- Michael Morpurgo	Rain Player- David Wisniewski	The Christmas Pine- Julia Donaldson
Weeks	2 week	3 weeks	2 weeks	1 week		2.5 weeks	2.5 weeks	2 weeks	1 week

<p>Priority writing outcome</p> <p>Audience Purpose</p>	<p>Informal Letter to new teacher</p> <p>Information text- Welcome to our school</p>	<p>Young readers</p> <p>Narrative: Setting description</p> <p>Narrative integrated dialogue</p>	<p>Year 4</p> <p>Instructional text</p>	<p>All readers</p> <p>Narrative poetry</p>		<p>Young readers</p> <p>Narrative setting description with characters thoughts in the form of interjection using inverted commas.</p>	<p>Troop Captain</p> <p>Formal letter to troop captain to complain about conditions in the trenches</p>	<p>Young readers</p> <p>Narrative Character description- retell a Mayan story of the Rain Player</p>	<p>Year 4</p> <p>Presentation about the Finland Christmas Pine</p>
<p>Additional Writing outcomes (cross curricular)</p>	<p>Create class mantra (oracy outcome)</p>	<p>Reading aloud- oral story telling (Oracy)</p>	<p>Safety Poster about electricity</p> <p>Science knowledge double page spread (non-chronological report)</p>	<p>Reading poetry aloud (oracy)</p>		<p>Fact-file about soldier's supplies</p>	<p>Letter home to family from the trenches (informal)</p>	<p>Letter to S. American School (Bolivia)</p> <p>Video to S.American School to introduce our school (Oracy)</p>	<p>Reading a poem aloud as part of a group (performance-Oracy)</p>
<p>Curriculum coverage</p>	<p>Tense: Past, present and future</p> <p>Compound sentences and co-ordinating conjunctions</p>	<p>Expanded noun phrases</p> <p>Metaphors / similes</p> <p>Alliteration</p>	<p>Imperative verb</p> <p>Colon and bullet points for a list</p> <p>Passive voice</p>	<p>Poetic devices</p> <p>Repetition for effect: persuasion, suspense, emphasis</p>		<p>Informal / formal speech</p> <p>Use of inverted commas</p>	<p>Semi-colons to demarcate lists</p> <p>Layout devices</p>	<p>Antonyms to create different effects in sentences</p>	

	<p>Complex sentences-subordinating conjunctions</p> <p>Informal/ Formal language</p>	<p>Informal / formal speech</p> <p>Use of inverted commas</p> <p>Integrated dialogue</p>	<p>Commas in a list</p>			<p>Dashes</p> <p>Expanded noun phrases</p> <p>Metaphors / similes</p> <p>Alliteration</p> <p>Hyphens for compound words</p>	<p>Abstract nouns</p> <p>Formal language choices (specific verbs)</p> <p>Impersonal voice</p> <p>Subjunctive form</p> <p>Precise verbs</p>	<p>Pronouns: relative and possessive</p> <p>Relative clauses</p> <p>Ellipsis to create suspense</p> <p>Synonyms: Realising that when you find a synonym, the word means something slightly different, eg., "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative",</p>	
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								as well as "big".	
								Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas	

Y6 Spring (6 and 7 weeks)								
Topic	Geography- The Americas	Science- Light	Reading for Pleasure	Half term	Enrichment-	History- Vikings and Saxons	Poetry week Free Verse	History- Vikings and Saxons
Texts	50 adventures in 50 states- Kate Siber and Lydia Hill The 50 States- Gabrielle Balkan and Sol Linero	Frightening Light (Horrible Science) Nick Arnold Light (Step Into Science) Peter Riley Horrible Histories	Varmints			How To Train Your Dragon- Cressida Cowell	Jabberwocky Hobbit Poem Dragon Poetry	How To Train Your Dragon- Cressida Cowell
Weeks	2 weeks	2 weeks	2 weeks		2 weeks	2 weeks	1 week	2 Week

<p>Priority writing outcome</p> <p>Audience Purpose</p>	<p>Year 5</p> <p>Non-Chronological report (Fact File) about the Americas</p>	<p>Young readers</p> <p>Write an historical recount (formal)</p> <p>Diary entry- Issac Newton upon discovering Gravity</p>	<p>Young readers</p> <p>Narrative Setting description to build suspense and show change in mood/atmosphere.</p>		<p>Personal memoir</p> <p>Write a recount- Diary entry about an enrichment activity</p>	<p>Young readers</p> <p>Narrative with Integrated dialogue</p>	<p>All readers</p> <p>Write a free verse poem about a dragon (spoken word style)</p>	<p>Young readers</p> <p>Narrative with Integrated dialogue</p>
<p>Additional Writing outcomes (cross curricular)</p>	<p>Travel Brochure</p>	<p>Science knowledge double page spread (non-chronological report)</p>	<p>Reading a story aloud (Oracy)</p>			<p>Reading a story aloud (Oracy)</p>		<p>Performance act out narrative (Oracy)</p>
<p>Curriculum coverage</p>	<p>Connectives to signpost and create cohesion within a text:</p> <ul style="list-style-type: none"> • order of sequence • time connectives • additional ideas • space and place • contrasting 	<p>Formal language choices (specific/ precise verbs)</p> <p>Impersonal voice</p> <p>Subjunctive form</p> <p>Colons to mark the boundary</p>	<p>Modal verbs</p> <p>Identify the subject and object of the sentence</p> <p>Simple sentences and how to embellish them</p> <p>Fronted adverbials</p>		<p>Year 6 ARE and GDS as appropriate for writing purpose</p>	<p>Year 6 ARE and GDS as appropriate for writing purpose</p> <p>Combining complex and compound clauses to create a sentence</p> <p>Collective nouns</p>	<p>Poetic devices</p> <p>Repetition for effect: persuasion, suspense, emphasis</p>	<p>Year 6 ARE and GDS as appropriate for writing purpose</p> <p>Combining complex and compound clauses to create a sentence</p>

Y6 Summer (4 and 6 weeks) SATs week to fall during first 4 weeks							
Topic	History- Vikings and Saxons	History- Vikings and Saxons	Half term	History- Vikings and Saxons	Science- Animals Including Humans	End of year performance	
Texts	How To Train Your Dragon- Cressida Cowell			Norse Myths: Tales of Odin, Thor and Loki Kevin Crossley- holland DKfindout! Vikings	Darwin's Dragons Lindsay Galvin Amazing Evolution: The Journey of Life Anna Claybourne		
Weeks	1 Week	2 weeks		2 weeks	2 weeks	2 weeks	
Priority writing outcome Audience Purpose	Young readers Narrative with Integrated dialogue	School principal Formal Letter- To principal to persuade		Young readers Narrative- Retell part of a Norse Myth	Year 5 Non- Chronological report about Charles Darwin's	School community Rehearse and performing- spoken and singing parts	

				Character Description- God/Beast from Myth	discoveries in the Galapagos Island		
Additional Writing outcomes (cross curricular)	Performance act out narrative (Oracy) Fact file about the Vikings	Write and record a Thankyou message for CLS workshop		Fact file about the Vikings	Science knowledge double page spread (non-chronological report)		
Curriculum coverage	Year 6 ARE and GDS as appropriate for writing purpose Combining complex and compound clauses to create a sentence Collective nouns	Year 6 ARE and GDS as appropriate for writing purpose The difference between passive and active sentence and when to use the passive Formal language choices (specific/ precise verbs) Impersonal voice Subjunctive form		Auxiliary verbs Consolidating compound sentences and coordinating conjunctions Antonyms: using prefixes Personification Semicolons to mark the boundary between clauses:	Year 6 ARE and GDS as appropriate for writing purpose		

				<i>It's raining; I'm fed up</i>			
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