

Stamshaw Junior School - English Curriculum - Long Term Overview - Year 6

Text Types - Narrative - Instructions - Recounts - Persuasion - Explanation - Discussion - Information Report

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>Frozen Kingdom</p> <p>Text Types Covered: Recount Narrative</p> <p>Class Reader: Macbeth The Rabbits</p> <p>Supporting Materials: The Rabbits Macbeth</p> <p>Writing Opportunities(*): Narrative - The Rabbits.*</p> <p>Character description- Macbeth</p> <p>Recount - diary 'The Rabbits'</p> <p>Recount - diary Macbeth*</p> <p>Setting description Titanic (Frozen Kingdom)*</p>	<p>Frozen Kingdom</p> <p>Text Types Covered: Biography Narrative (missing chapter/alternative ending)</p> <p>Class Reader: Nelson Mandela</p> <p>biography. Short biographical recounts from 'Survivors' book. Macbeth</p> <p>Supporting Materials: In Flanders Field</p> <p>Writing Opportunities(*): Poems, including blackout poetry.</p> <p>Biography of Captain Scott and Mathew Henson.</p> <p>Biographical recount* (A made up explorer)</p>	<p>Revolution</p> <p>Text Types Covered: Narrative Recount</p> <p>Class Reader: Oliver The Highwayman</p> <p>Supporting Materials: The Highwayman A Victorian school day experience.</p> <p>Writing Opportunities(*):</p> <p>Setting description</p> <p>Character description with speech.</p> <p>Narrative poem - setting description *</p> <p>Diary of a Victorian school child *</p> <p>Missing chapter from Oliver *</p>	<p>Revolution</p> <p>Text Types Covered: Information report Instruction/procedures</p> <p>Class Reader: The Giant's Necklace</p> <p>Supporting Materials: Science experiment to test helicopter propellers.</p> <p>Writing Opportunities(*):</p> <p>Writing witness statements including speech.</p> <p>Write a news report for Cheery going missing.</p> <p>Writing different sections of a science experiment.</p> <p>Science experiment - whole experiment *</p> <p>Newspaper report*</p>	<p>Darwin's Delights</p> <p>Text Types Covered: Information Report Discussion</p> <p>Class Reader: Steve Backshall Deadly 60</p> <p>The Boy Giant</p> <p>Supporting Materials: A range of Non-chronological reports.</p> <p>Writing Opportunities (*):</p> <p>Writing introductions and conclusions.</p> <p>Discussion - Is It Right To Fight?</p> <p>Non chronological report - Deadly 4 - informal in the style of Steve of Backshall.*</p> <p>Discussion - Is it right to let refugees into the country?*</p> <p>NC Grammar Skills Taught:</p>	<p>Darwin's Delights</p> <p>Text Types Covered: Explanation Narrative/recount Autobiographies</p> <p>Class Reader Big City Read - a different book each year.</p> <p>Supporting Materials: Short stories</p> <p>Short autobiographical accounts including extracts from Boy and going Solo.</p> <p>Writing Opportunities(*):</p> <p>Campfire stories* - creepy stories told through speech.</p> <p>Short first person recounts extracts about certain events in their lives.</p>

<p>Recount – Letter writing from a chosen character in Macbeth.</p> <p>NC Grammar Skills Taught: Cohesive devices Formal informal speech Use of synonyms Adverbials Subordinate conjunctions Modal verbs Expanded noun phrases to write concisely.</p> <p>Poetry: Macbeth – rhyming couplets</p> <p>Curriculum Links: Frozen Kingdom – geography/history. Reading.</p>	<p>Missing chapter from Oliver.</p> <p>NC Grammar Skills Taught: Active and passive forms Use of inverted commas for direct speech Cohesive devices such as subordination, adverbials and use of pronouns. Difference between formal and informal speech conventions. Progressive tenses Use of punctuation for relative clauses to avoid ambiguity.</p> <p>Poetry:</p> <p>Curriculum Links: Short biographical recounts from Survivor book.</p> <p>Research on Captain Scott</p> <p>Research on Mathew Henson (explorer).</p> <p>PSHE – equality and rights</p>	<p>NC Grammar Skills Taught: Active and passive Progressive verb tense. Cohesive devices – linking between paragraphs with repetition of phrases Colon/semi-colon for lists.</p> <p>Poetry: The Highway Man</p> <p>Curriculum Links: Topic – The Victorians. Children took part in a Victorian School day.</p> <p>Drama of sections from Oliver.</p> <p>Watch the Film Oliver to immerse children in the era.</p>	<p>NC Grammar Skills Taught: Subject, verb and object Active and passive forms Subjunctive forms Layout devices such as headings and sub-headings Semi-colon for independent clauses and within lists to add clarity. Colon between independent clauses and to start lists. Dash between independent clauses. Use of bullet points</p> <p>Poetry: War poems including: The Sentry – Wilfred Owen Flanders Field The Longest Day – Rob Aitchinson</p> <p>Curriculum Links: Links not explicit to topic this term,</p> <p>PSHE – keeping safe in the community and in school – carrying out experiments safely.</p>	<p>Active and passive forms Subjunctive forms Layout devices such as headings and sub-headings Semi-colon for independent clauses and lists to add clarity. Colon between independent clauses. Dash between independent clauses. Modal verbs Cohesive devices to signal a change in opinion e.g. on the other hand. Levels of formality</p> <p>Poetry: 'Pleasant Sounds' by John Clare – exploring senses e.g. Pleasant Smells, Pleasant Sights etc.</p> <p>Curriculum Links: PSHE – equality and rights</p>	<p>Autobiographies* – children to write their KS2 autobiography.</p> <p>NC Grammar Skills Taught: Use of first person Formal versus informal language choice. Cohesive devices maintain chronology. Layout devices including headings and sub headings. Use of colons and bullet points for lists.</p> <p>Poetry: 'The Tyger' by William Blake – Exploring connections of language – vocab of heat/burning to mimic the flame-like stripes on a tiger.</p> <p>Curriculum Links: Topic PSHE – health and wellbeing (transition)</p>
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* = unaided write