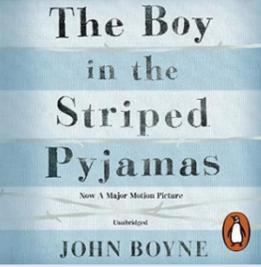


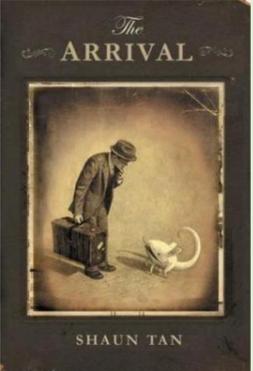
**YEAR 6 2023-2024**

| Autumn 1  |   | Autumn 2  |  | Spring 1   |   | Spring 2   | Summer 1   | Summer 2  |
|---|---|---|--|--|---|--|--|---|
| WWI poetry linked to WW2 by Wilfred Owen and Siegfried Sassoon  |   | Poetry – Refuge Poetry  |  | Poetry - Dark Sky Park (Phillip Gross)   |   | Poetry – The Raven (Edgar Allen Poe)   | Poetry – My poem for all Entrepreneurs (Richard Branson)   | Poetry – The Emerald Mosque on the Hill (Razi Ali Hasan)  |
| Fiction   | Non-Fiction   | Fiction   | Non-Fiction  | Fiction  | Non fiction   | Fiction  | Non-Fiction  | Fiction   |
| <p><b>Text</b><br/>The Boy in the Striped Pyjamas</p> <p><b>Genre</b><br/>Narrative (suspense)<br/>Bruno’s Diary</p> <p><b>Key Objectives</b><br/>Past tense<br/>3 Sentence types<br/>Sentence lengths<br/>Modal verbs<br/>Setting and characterisation<br/>Imagery<br/>Cohesion through linking and returning to ideas<br/>Direct speech<br/>Conjunctions of time<br/>Parenthesis (dashes and commas)</p> <p><b>Writing outcome</b><br/><b>Expected</b><br/>Children sustain a detailed narrative in the third person and include all of the above features written 80% accurately in terms of punctuation, grammar and spelling.</p> <p><b>Greater Depth</b><br/>Children begin to exercise authorial control through purposeful variation of some of the above, e.g. precise degrees of possibility through modal verbs; returning to ideas of significance at pivotal points through good control of cohesion; varied sentence lengths.</p> | <p><b>Text</b><br/>Range of science/social articles on the human body (continued into AUT2).</p> <p><b>Genre</b><br/>Explanation article (a healthy lifestyle)</p> <p><b>Key Objectives</b><br/>Formal register<br/>Expanded range of subordination<br/>Parenthesis (brackets)<br/>Subheadings and other signposting<br/>Cohesion through expounding points<br/>Adverbials<br/>Semi-colons</p> <p><b>Writing outcome</b><br/><b>Expected</b><br/>Children outline key points grouped appropriately and include all of the above features written 80% accurately in terms of punctuation, grammar and spelling.</p> <p><b>Greater Depth</b><br/>Children begin to exercise authorial control through purposeful control of taught devices, e.g. summarising information in order to emphasise an important point; drawing attention to particular features, e.g. ‘as the title suggests...’; engagement with the audience at key parts, e.g. ‘you may think that...’</p> | <p><b>Text</b><br/>The Arrival</p> <p><b>Genre</b><br/>First person narrative</p> <p><b>Key Objectives</b><br/>Author’s voice<br/>First person<br/>Cohesion<br/>Purpose and audience<br/>Setting and character description<br/>Imagery<br/>Parenthesis<br/>Semicolons</p> <p><b>Writing outcome</b><br/><b>Expected</b><br/>Children outline key points grouped appropriately and include all of the above features written 95% accurately in terms of punctuation, grammar and spelling.</p> <p><b>Greater Depth</b><br/>Children exercise authorial control through purposeful control of taught devices, e.g. Emphasising a point through syntactical changes such as using the passive voice; drawing out complex ideas such as ambiguity through repetition of interrogatives and statements of uncertainty.</p> | <p><b>Text</b><br/>The Arrival</p> <p><b>Genre</b><br/>Farewell letter</p> <p><b>Key Objectives</b><br/>Semi-colons for complex lists<br/>Cohesion through expounding points<br/>Expanded range of subordination<br/>Lower frequency syntactic change, e.g. fronted verbs, fronted adjectives.</p> <p><b>Writing outcome</b><br/><b>Expected</b><br/>Children outline key points grouped appropriately and include all of the above features written 95% accurately in terms of punctuation, grammar and spelling.</p> <p><b>Greater Depth</b><br/>Children exercise authorial control through purposeful control of taught devices, e.g. Emphasising a point through syntactical changes such as using the passive voice; drawing out complex ideas such as ambiguity through repetition of interrogatives and statements of uncertainty.</p> | <p><b>Text</b><br/>Charles Darwin’s Diary</p> <p><b>Genre</b><br/>Diary (Charles Darwin’s)</p> <p><b>Key Objectives</b><br/>Passive voice<br/>Parenthesis (dashes and commas)<br/>Sentence lengths<br/>Expanded range of subordination<br/>Explanatory<br/>Interrogatives<br/>Cohesion through linking and returning to ideas<br/>Colons for lists<br/>Characterisation<br/>Conjunctions of time</p> <p><b>Writing outcome</b><br/><b>Expected</b><br/>Children group ideas in a cohesive manner emphasising particular thoughts and feelings to create well established themes and include all of the above features written 95% accurately in terms of punctuation, grammar and spelling.</p> <p><b>Greater Depth</b><br/>Children begin to exercise authorial control through purposeful control of taught devices, e.g. Emphasising a point through syntactical changes such as using the passive voice; drawing out complex ideas such as ambiguity through repetition of interrogatives and statements of uncertainty.</p> | <p><b>Text</b><br/>Charles Darwin’s Biography et al.</p> <p><b>Genre</b><br/>Biography</p> <p>Non-chronological report on a new species</p> <p><b>Key Objectives</b><br/>Modal verbs<br/>Passive voice<br/>Conjunctions of time<br/>Conjunctions of comparison<br/>Comparatives and superlatives<br/>Expanded range of subordination<br/>Figurative language (formal voice)<br/>Cohesion through linking and returning to ideas<br/>Characterisation</p> <p><b>Writing outcome</b><br/><b>Expected</b><br/>Children group ideas chronologically in a cohesive manner emphasising particular ideas, feelings and significant events to create well established themes and include all of the above features written 95% accurately in terms of punctuation, grammar and spelling.</p> <p><b>Greater Depth</b><br/>Children exercise authorial control through purposeful control of taught devices, e.g. using modal verbs to form generalisations; using knowledge of the character to engage with audience expectation, e.g. ‘you may be forgiven for expecting that Anning had persevered with her excavation.’</p> | <p><b>Text</b><br/>Kensuke’s Kingdom by Michael Morpurgo</p> <p><b>Genre</b><br/>Narrative (suspense)</p> <p><b>Key Objectives</b><br/>Past tense<br/>3 Sentence types<br/>Sentence lengths<br/>Modal verbs<br/>Setting and characterisation<br/>Imagery<br/>Cohesion through linking and returning to ideas<br/>Direct speech</p> <p><b>Writing outcome</b><br/><b>Expected</b><br/>Children sustain a detailed narrative in the third person and include all of the above features written 95% accurately in terms of punctuation, grammar and spelling.</p> <p><b>Greater Depth</b><br/>Children exercise authorial control through purposeful variation of some of the above, e.g. precise degrees of possibility through modal verbs; returning to ideas of significance at pivotal points through good control of cohesion; varied sentence lengths.</p> | <p><b>Text</b><br/>Published persuasive letter (Financial Times; Young Entrepreneurs column)</p> <p><b>Genre</b><br/>Persuasive letter</p> <p><b>Key Objective</b><br/>Rhetorical devices<br/>Formal register<br/>Passive voice<br/>Comparatives and superlatives<br/>Expanded range of subordination<br/>Cohesion through expounding points</p> <p><b>Writing outcome</b><br/><b>Expected</b><br/>Children outline key points grouped appropriately and include all of the above features written 95% accurately in terms of punctuation, grammar and spelling.</p> <p><b>Greater Depth</b><br/>Children exercise authorial control through purposeful control of taught devices, e.g. emphasising rhetorical points through carefully crafted figurative language while maintaining a formal tone.</p> | <p><b>Text</b><br/>The Lion Above the Door</p> <p><b>Genre</b><br/>Character description<br/>Discussion texts</p> <p><b>Key Objective</b><br/>Past tense<br/>3 Sentence types<br/>Sentence lengths<br/>Modal verbs<br/>Characterisation<br/>Imagery<br/>Cohesion through linking and returning to ideas<br/>Direct speech</p> <p><b>Writing outcome</b><br/><b>Expected</b><br/>Children sustain a detailed description in the third person and include all of the above features written 95% accurately in terms of punctuation, grammar and spelling.</p> <p><b>Greater Depth</b><br/>Children exercise authorial control through purposeful variation of some of the above, e.g. precise degrees of possibility through modal verbs; returning to ideas of significance at pivotal points through good control of cohesion; varied sentence lengths.</p> |

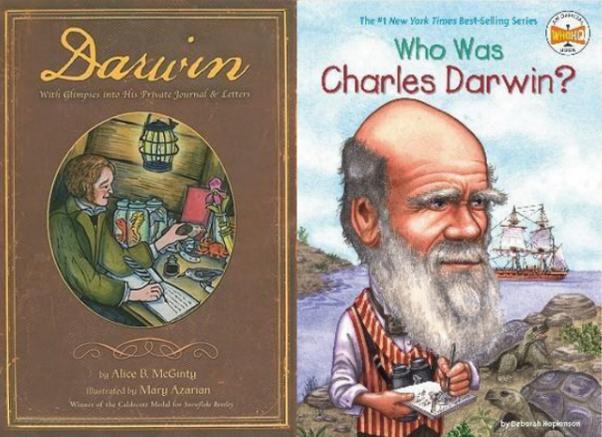
What impact did World War I and World War 2 have on people? **(History)**



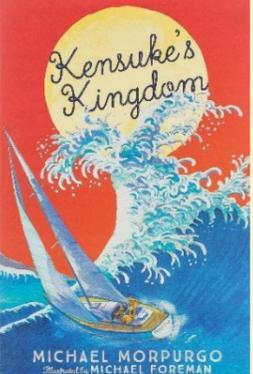
Why do people decide to resettle? **(Geography)**



What is Evolution? **(Science)**



How can I find my way around? **(Geography)**



Why is a successful brand important to an Entrepreneur? **(D&T)**



Why did the Islamic Golden Age advance history? **(History)**

