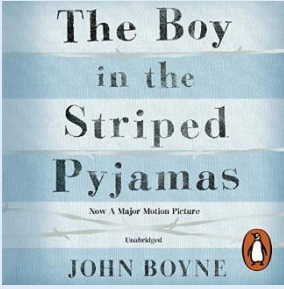


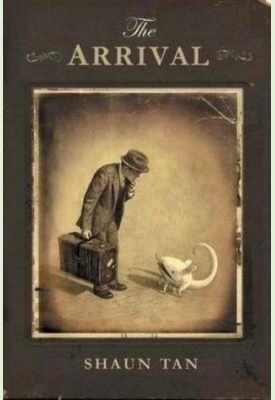
YEAR 6 2023-2024

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>Text The Boy in the Striped Pyjamas</p> <p>Genre Narrative (suspense) Bruno’s Diary</p> <p>Key Objectives Past tense 3 Sentence types Sentence lengths Modal verbs Setting and characterisation Imagery Cohesion through linking and returning to ideas Direct speech Conjunctions of time Parenthesis (dashes and commas)</p> <p>Writing outcome Expected 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>Greater Depth 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>Text Range of science/social articles on the human body (continued into AUT2).</p> <p>Genre Explanation article (a healthy lifestyle)</p> <p>Key Objectives Formal register Expanded range of subordination Parenthesis (brackets) Subheadings and other signposting Cohesion through expounding points Adverbials Semi-colons</p> <p>Writing outcome Expected 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>Greater Depth 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>Text The Arrival</p> <p>Genre First person narrative</p> <p>Key Objectives Author’s voice First person Cohesion Purpose and audience Setting and character description Imagery Parenthesis Semicolons</p> <p>Writing outcome Expected 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>Greater Depth 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>Text The Arrival</p> <p>Genre Farewell letter</p> <p>Key Objectives Semi-colons for complex lists Cohesion through expounding points Expanded range of subordination Lower frequency syntactic change, e.g. fronted verbs, fronted adjectives.</p> <p>Writing outcome Expected 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>Greater Depth 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>Text Charles Darwin’s Diary</p> <p>Genre Diary (Charles Darwin’s)</p> <p>Key Objectives Passive voice Parenthesis (dashes and commas) Sentence lengths Expanded range of subordination Explanatory Interrogatives Cohesion through linking and returning to ideas Colons for lists Characterisation Conjunctions of time</p> <p>Writing outcome Expected 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>Greater Depth 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>Text Charles Darwin’s Biography et al.</p> <p>Genre Biography</p> <p>Non-chronological report on a new species</p> <p>Key Objectives Modal verbs Passive voice Conjunctions of time Conjunctions of comparison Comparatives and superlatives Expanded range of subordination Figurative language (formal voice) Cohesion through linking and returning to ideas Characterisation</p> <p>Writing outcome Expected 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>Greater Depth 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>Text Kensuke’s Kingdom by Michael Morpurgo</p> <p>Genre Narrative (suspense)</p> <p>Key Objectives Past tense 3 Sentence types Sentence lengths Modal verbs Setting and characterisation Imagery Cohesion through linking and returning to ideas Direct speech</p> <p>Writing outcome Expected 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>Greater Depth 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>Text Published persuasive letter (Financial Times; Young Entrepreneurs column)</p> <p>Genre Persuasive letter</p> <p>Key Objective Rhetorical devices Formal register Passive voice Comparatives and superlatives Expanded range of subordination Cohesion through expounding points</p> <p>Writing outcome Expected 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>Greater Depth 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>Text The Lion Above the Door</p> <p>Genre Character description Discussion texts</p> <p>Key Objective Past tense 3 Sentence types Sentence lengths Modal verbs Characterisation Imagery Cohesion through linking and returning to ideas Direct speech</p> <p>Writing outcome Expected 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>Greater Depth 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>

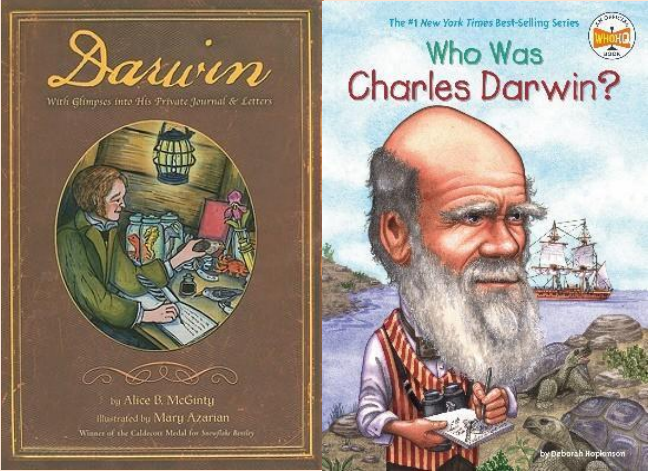
What impact did World War I and World War 2 have on people? **(History)**



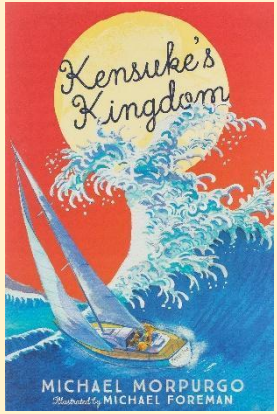
Why do people decide to resettle? **(Geography)**



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)**

