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| **Year 6**  **ADVENT TERM**  **(Approx.13 weeks)** | **2 weeks** | **4 weeks** | **4 weeks** | **4 weeks (2 weeks in this term)**  **BEGIN THIS TOPIC THIS TERM CARRY INTO NEXT TERM.** |
| POETRY-Performance | FICTION (Adventure narrative) | NON-FICTION (writing to inform) | FICTION |
| ***Text*** | Oracy skills to perform poem  If- Rudyard Kipling | Holes | Biography  Link to Science Evolution-Charles Darwin | Skellig |
| ***Structure*** | **How will we organise this piece of writing?**  Verses layout- eight line stanzas  Repetitiveness of phrase “If you…”  Simple rhyme scheme within each verse. | **How will we organise this piece of writing?**  Follow structure of story with beginning, build up, dilemma, resolution and ending.  Internal thoughts of the protagonist.  Theme of loyal friendship. | **How will we organise this piece of writing?**  Introduction summarising main events of a person’s life.  Conclusion for how they will be remembered.  Chronological order of person’s life.  Formal style of writing.  Written in past tense. | **How will we organise this piece of writing?**  Follow structure of story with beginning, build up, dilemma, resolution and ending.  Characters, setting and plot. |
| ***Knowledge*** | **What knowledge will children need to have in order to write this successfully?**  Know meaning of some of the vocabulary used in poem. | **What knowledge will children need to have in order to write this successfully?**  Know what a desert habitat is like and the climate there.  Know what a detention camp is. | **What knowledge will children need to have in order to write this successfully?**  Know what a biography looks like and features of this.  Know what evolution is.  Know Charlies Darwin’s impact on learning about evolution and what we know. | **What knowledge will children need to have in order to write this successfully?**  Know familiar setting of house, linked to story setting.  Know meaning of some trickier vocabulary from Skellig story.  Know what mythical creatures are. |
| ***Word*** | **What words will help children to describe this content knowledge?** | **What words will help children to describe this content knowledge?**  Use adverbials of time, place, manner and duration in a variety of places in a sentence.  Adjectives-using more than one to describe something.  Abstract nouns for feelings and thoughts of narrator.  Selecting vocabulary that will interest the reader-synonyms.  Passive verbs for passive voice.  Contracted forms for more informal language in speech from characters. | **What words will help children to describe this content knowledge?**  Topical vocabulary linked to evolution.  Personal and possessive pronouns  Compound and complex sentences. | **What words will help children to describe this content knowledge?**  Topical vocabulary linked to mythical creatures.  Descriptive adjectives for characters covering range of adjective types.  Model verbs for degrees of possibility.  Contracted forms for more informal language in speech from characters. |
| ***Sentence*** | **How will children compose well-written eloquent sentences?** | **How will children compose well-written eloquent sentences?**  Expanded noun phrases with 2 or more adjectives and comma use.  Sentence inversion to use verb before noun.  Non-finite clauses  Direct speech, creating dialogue between characters. Distinguish between speech and written form. Integrate amongst narrative. | **How will children compose well-written eloquent sentences?**  Sequenced sentences of person’s life  Sentences written in third person and in past tense.  Sentences written in chronological order of life and linked using cohesive devices. | **How will children compose well-written eloquent sentences?**  Expanded noun phrases with 2 or more adjectives and comma use.  Sentence inversion to use verb before noun.  Non-finite clauses  Direct speech, creating dialogue between characters. Distinguish between speech and written form. Integrate amongst narrative. |