|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | BiographyLink to Science Evolution-Charles Darwin | Skellig |
| ***Structure*** | **How will we organise this piece of writing?**Verses layout- eight line stanzasRepetitiveness 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 pronounsCompound 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 clausesDirect 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 lifeSentences 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 clausesDirect speech, creating dialogue between characters. Distinguish between speech and written form. Integrate amongst narrative. |