



English Long Term Planning Map - Class 6

| Different religions have shared beliefs | Solids, liquids and gases have different properties and can behave in different ways. | Past civilizations shape present day systems and technologies (Roman Britain) | The human body has systems that work together to sustain life | People establish systems to sustain the earth's resources | Rivers shape landscapes and the lives of people around them |
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| <p>Key Driver:</p> <p>Through the key hole- to complete.</p> <p>Swing of change: Literacy shed</p> <p>DADWAVERS- landscapes</p> | <p>Key Driver:</p> <p>Robinwood (leaflets and letter)</p> <p>Alma: Literacy Shed</p> | <p>Key Driver:</p> <p>The Viewer Shaun Tan</p> <p>Inquiry- Gladiator inspiration station</p> | <p>Key Driver:</p> <p>Inquiry</p> | <p>Key Driver:</p> <p>SATs revision</p> <p>Harris Burdick</p> | <p>Key Driver:</p> <p>Boy by Roald Dahl (extract)</p> <p>High school</p> <p>Fiver Challenge</p> <p>End of Year production.</p> |
| <p>Genres:</p> <p>Fiction: Write a 1st person account from the barber's perspective.</p> <p>Focus: setting description during bikeability and after Robinwood.</p> | <p>Genres:</p> <p>Guides for Robinwood</p> <p>Thank you letters</p> <p>Fiction: suspense story.</p> <p>Newspaper report: another missing girl.</p> | <p>Genres:</p> <p>Fiction: Descriptive writing. Use of figurative language.</p> <p>Find a reel from Roman Britain- what does Tristan see?</p> | <p>Genres:</p> <p>Balanced argument: link to health e.g. fast food restrictions? Smoking in public? Should children be banned from eating junk food?</p> <p>How the body (specific) works? explanation text</p> | <p>Genres:</p> <p>Who killed Harris Burdick? (theory story, diary)</p> | <p>Genres:</p> <p>autobiography (memory)</p> <p>Letter to new teacher.</p> <p>Adverts, speeches.</p> <p>Playscripts</p> |



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| <p><u>Year 6 Obj:</u></p> <p>Word: To choose appropriate vocabulary to fit the purpose e.g. adjectives and adverbs for description.</p> <p>Sentence: To use a range of clauses to ensure the writing is interesting e.g ly, ing, ed, conjunction, relative clauses.</p> <p>Text: To understand the term cohesion and the variety of features this includes i.e. adverbials, sentence openers, pronouns, conjunctions...</p> <p>Punctuation: To check we are using commas for clarity.</p> | <p><u>Year 6 Obj:</u></p> <p>Word: To choose appropriate vocabulary to fit the purpose e.g. technical language and formality.</p> <p>Sentence: To use a range of clauses to ensure the writing is interesting e.g ly, ing, ed, conjunction, relative clauses.</p> <p>Text: To understand the term cohesion and use on topic sentences and conjunctions.</p> <p>Punctuation: To know how to introduce a list with a colon and semi-colon. Use bullet points to list.</p> | <p><u>Year 6 Obj:</u></p> <p>Word: To use modal verbs are and adverbs to indicate possibility. Introduce the subjunctive form.</p> <p>Sentence: To know how to use passive voice.</p> <p>Text: To understand the term cohesion and use adverbials to provide detail.</p> <p>Punctuation: To know the difference between a hyphen for compound nouns and adjectives in comparison to dashes to create drama.</p> | <p><u>Year 6 Obj:</u></p> <p>Word: To know what a preposition is.</p> <p>Sentence: To use prepositional phrases.</p> <p>Text: To understand the term cohesion and sort which adverbials are appropriate for fiction and non-fiction.</p> <p>Punctuation: To include a range of punctuation.</p> | <p><u>Year 6 Obj:</u></p> <p>SPaG revision</p> | <p><u>Year 6 Obj:</u></p> <p>Apply all knowledge to writing.</p> |
| <p><u>Reading:</u> The Street Child</p> | <p><u>Reading:</u> Wonder</p> | <p><u>Reading:</u> Holes</p> | | | |