



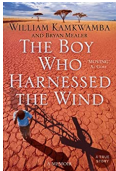
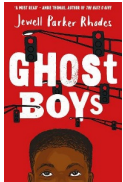
*As God's family, together we achieve*



# Year 6

## English Curriculum

### Overview

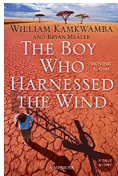
| Yr6                                                                                          | Connector | Autumn Term                                                                                                                                              |                                                                                                                        | Spring Term                                                                                                             |                                                                                                                          | Summer Term                                                                                                                 |                                                                                                                             |
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|                                                                                              |           | Native Narratives                                                                                                                                        | Factual Footprints/<br>Elf Enterprise                                                                                  | Amazing Asia                                                                                                            | Treasured Tales                                                                                                          | Historical Heroes                                                                                                           | Hoddlesden Globe                                                                                                            |
| <b>Weeks</b>                                                                                 |           | <b>7 Weeks</b>                                                                                                                                           | <b>8 Weeks</b>                                                                                                         | <b>6 Weeks</b>                                                                                                          | <b>6 Weeks</b>                                                                                                           | <b>5 Weeks</b>                                                                                                              | <b>7 Weeks</b>                                                                                                              |
| Cross-curricular theme                                                                       |           | The Kingdom of Benin (H)                                                                                                                                 | Protecting the Environment (G)                                                                                         | South America – The Amazon (G)                                                                                          | The Ancient Greeks (H)                                                                                                   | The Impact of War (H)                                                                                                       | Our World in the Future (G)                                                                                                 |
| <b>R E A D I N G</b>                                                                         |           |                                                                                                                                                          |                                                                                                                        |                                                                                                                         |                                                                                                                          |                                                                                                                             |                                                                                                                             |
| <b>Class Novel –</b><br><b>Teacher reads to</b><br><b>children 15 mins</b><br><b>per day</b> |           | The Boy who Harnessed the Wind – Bryan Mealer and William Kamkwamba<br> | Ghost Boys – Jewell Parker Rhodes<br> | The Final Year – Matt Goodfellow<br> | Who let the Gods out? – Maz Evans<br> | Goodnight Mr Tom – Michelle Magorian<br> | Goodnight Mr Tom – Michelle Magorian<br> |
| <b>Whole class Guided Reading</b>                                                            |           | Oliver Twist (Fiction)                                                                                                                                   | The Road to Freedom (Fiction)                                                                                          | Flood Alert! (Non-fiction)<br><br>From a railway carriage (Poetry)<br><br>The Red Lady (Fiction)                        | The Cake Catastrophe (Fiction)<br><br>Switched! (Fiction)                                                                | The Tree (Poetry)<br><br>Beyond the Horizon (Fiction)                                                                       | A tsunami unfolds (Non-fiction)                                                                                             |

KS2 classes use texts from Pearson Bug Club for Guided Reading. All classes have 1x 20 minute Guided Reading session a day, 5 days a week. Each group will have one session on Bedrock to develop vocabulary.

# E N G L I S H

## FOCUS TEXT FOR ENGLISH LESSONS

***The Boy Who Harnessed the Wind* (Bryan Mealer and William Kamkwamba)**



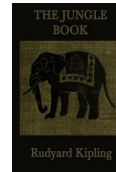
**Poem – The Playground by Hussain Manawar**

**Various biographical texts  
Harriet Tubman (Linked to BHM)**

**Beyond the Frozen Horizon  
(Nicola Penfold)**



**CYCLE A  
*The Jungle Book* (Rudyard Kipling)**



***The Jungle Book* film  
(Disney - 2016 PG)**



**Range of non-fiction texts**

**Poem – Kaa's hunting poem**

**CYCLE B**

**Mulan**



**Poem – The Ballad of Mulan**

**Various Greek Myths -  
Daedalus and Icarus**



**Poem - Our Dragon  
Bruce by Andy Tooze**



**Goodnight Mr Tom  
(Michelle Magorian)**



**Skyward: The Story of  
Female Pilots in WW2  
(Sally Deng)**



**Poem – Flanders Fields  
by John McCrea**

**CYCLE A**

**A Midsummer Night's  
Dream – Shakespeare**

**Poem - The Lion and  
Albert by Marriott  
Edgar**

**CYCLE B**

**Romeo and Juliet -  
Shakespeare**

**Poem - The Lion and  
Albert by Marriott  
Edgar**

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>FOCUS<br/>GRAMMAR<br/>SKILLS</b></p> | <ul style="list-style-type: none"> <li>• Explore and identify main and subordinate clauses in complex sentences</li> <li>• Use commas to mark clauses in complex sentences.</li> <li>• Use devices to build cohesion between paragraphs</li> <li>• Identify the subject and object of a sentence</li> <li>• Use inverted commas and other punctuation to indicate direct speech</li> <li>• Punctuate bullet points consistently</li> <li>• Identify and use colons to introduce a list</li> <li>• Proofread for GPS errors</li> </ul> | <ul style="list-style-type: none"> <li>• Identify word classes</li> <li>• Identify and use brackets, commas and dashes to indicate parenthesis</li> <li>• Identify and use semi colons (in lists and to mark the boundary between independent clauses)</li> <li>• Explore and investigate active and passive</li> <li>• Proofread for GPS errors</li> </ul> | <ul style="list-style-type: none"> <li>• Investigate and collect a range of synonyms and antonyms</li> <li>• Use apostrophes for singular and plural possession</li> <li>• Identify different tenses Simple past and present, present perfect, past and present progressive</li> <li>• Use inverted commas and other punctuation to indicate direct speech</li> <li>• Use ellipsis to link ideas between paragraphs</li> <li>• Proofread for GPS errors</li> </ul> | <ul style="list-style-type: none"> <li>• Explore and identify main and subordinate clauses in complex sentences</li> <li>• Use commas to mark clauses in complex sentences</li> <li>• Explore how <b>hyphens</b> can be used to avoid ambiguity</li> <li>• Figurative language – personification, similes, metaphors, hyperbole</li> <li>• Explore, collect and use subjunctive forms for formal speech and writing</li> <li>• Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility</li> <li>• Proofread for GPS errors</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the subject and object of a sentence</li> <li>• Explore and investigate active and passive</li> <li>• Use apostrophes for singular and plural possession</li> <li>• Identify different tenses Simple past and present, present perfect, past and present progressive</li> <li>• Use inverted commas and other punctuation to indicate direct speech</li> </ul> | <ul style="list-style-type: none"> <li>• Use commas to mark clauses in complex sentences.</li> <li>• Use apostrophes for singular and plural possession</li> <li>• Explore, collect and use vocabulary typical of formal and informal speech and writing</li> <li>• Use inverted commas and other punctuation to indicate direct speech</li> </ul> |
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| <p><b>Short Writing Opportunities</b></p> <p><b>Independent writing opportunities</b></p> | <ul style="list-style-type: none"> <li>Persuasive advert for a witch doctor</li> <li>Diary entry</li> <li>Postcard from Wimbe</li> <li>Action, dialogue and description paragraph</li> <li>Narrative of William collecting maize</li> </ul> | <ul style="list-style-type: none"> <li>Letter of application from Harriet Tubman</li> <li>Informal letter from Rory to her dad about her trip</li> <li>Informative poster about climate laws</li> </ul> | <p><b>Cycle A – Jungle Book</b></p> <ul style="list-style-type: none"> <li>Recount of Mowgli arriving in the jungle</li> <li>Letter of application to apply to look after Mowgli</li> <li>Action, dialogue and description paragraph – Mowgli and the wolf pack/the end of Shere Khan</li> <li>1<sup>st</sup> person narrative – Mowgli leaves the jungle (Mowgli's/mother wolf's point of view)</li> </ul> <p><b>Cycle B – Mulan</b></p> <ul style="list-style-type: none"> <li>Letter to a problem page from Mulan/her father</li> <li>Diary entry – Mulan/her mother</li> <li>Action, dialogue and description paragraph (attack on the market/meeting the match maker)</li> </ul> | <ul style="list-style-type: none"> <li>Short 3<sup>rd</sup>/1<sup>st</sup> person narrative including action, dialogue and description (Minos finding the minotaur)</li> <li>Setting description (labyrinth)</li> </ul> | <ul style="list-style-type: none"> <li>Recount – Mr Tom about being given an evacuee/Willie about arriving in Little Weirwold</li> <li>Setting description of the cupboard</li> </ul> | <p><b>Gathering Evidence for writing – lots of writing opportunities (see below)</b></p>                                                                                                                                                                                                         |
| <p><b>Scaffolded Outcome Fiction</b></p>                                                  | <ul style="list-style-type: none"> <li>1<sup>st</sup> person narrative - retell of William's story</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>Setting description of the scene in the Arctic (Beyond the Frozen Horizon)</li> </ul>                                                                            | <p><b>Integrated unit – various outcomes (see above)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Innovated myth</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>Short narrative including a flashback (Willie's flashback to the cupboard)</li> </ul>                                                          | <p><b>Cycle A – Midsummer Night's Dream</b></p> <ul style="list-style-type: none"> <li>Letter to a problem page (Helena)</li> <li>Paragraph including action, dialogue and description in 3<sup>rd</sup> person (Oberon and Titania's argument)</li> <li>Character monologue (Helena)</li> </ul> |

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|                                 |                                                                                                                                                          |                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                   |                                                                                                           | <b>Cycle B – Romeo and Juliet</b> <ul style="list-style-type: none"> <li>Letter from Juliet to her father</li> <li>Balanced argument – should Friar Lawrence give the potion?</li> </ul>        |
| Independent Outcome Fiction     | <ul style="list-style-type: none"> <li>3<sup>rd</sup> person narrative - retell of William's story</li> </ul>                                            | <ul style="list-style-type: none"> <li>Setting description of an image linked to an environmental disaster</li> </ul> | <b>Cycle A – Jungle Book</b><br><br><b>Integrated unit – various outcomes (see above)</b>                                          | <ul style="list-style-type: none"> <li>3rd person narrative including action, dialogue and description (Minos finding the minotaur)</li> <li>Setting description (from their own myth)</li> </ul> | <ul style="list-style-type: none"> <li>Short narrative including a flashback (Tom's flashback)</li> </ul> | <ul style="list-style-type: none"> <li>Letter to a problem page (Hermia)</li> <li>Paragraph including action, dialogue and description in 1st person (Oberon and Titania's argument)</li> </ul> |
|                                 |                                                                                                                                                          |                                                                                                                       | Cycle B – Mulan                                                                                                                    |                                                                                                                                                                                                   |                                                                                                           | <b>Cycle B – Romeo and Juliet</b> <ul style="list-style-type: none"> <li>Reply to Juliet's letter</li> <li>Witness statement – death of Romeo and Juliet</li> </ul>                             |
| Scaffolded Outcome Non Fiction  | <ul style="list-style-type: none"> <li>Hybrid text including non-chronological report, instructions and explanation text (History link-Benin)</li> </ul> | <ul style="list-style-type: none"> <li>Biography about Harriet Tubman (Black History Month)</li> </ul>                | <b>Cycle A – Jungle Book</b> <ul style="list-style-type: none"> <li>Discursive text – should Mowgli stay in the jungle?</li> </ul> | <ul style="list-style-type: none"> <li>Persuasive letter – From Theseus to persuade Minos to let him enter the labyrinth.</li> </ul>                                                              | N/A                                                                                                       | <b>(Linked to poetry)</b> <ul style="list-style-type: none"> <li>Police incident report (The Lion and Albert)</li> <li>Newspaper report – Albert being eaten</li> </ul>                         |
|                                 |                                                                                                                                                          |                                                                                                                       | <b>Cycle B - Mulan</b> <ul style="list-style-type: none"> <li>Discursive text – should Mulan take her father's place?</li> </ul>   |                                                                                                                                                                                                   |                                                                                                           |                                                                                                                                                                                                 |
| Independent Outcome Non-Fiction | <ul style="list-style-type: none"> <li>Instructions linked to Elf Enterprise in Autumn 2</li> </ul>                                                      | <ul style="list-style-type: none"> <li>Biography about David Attenborough (Geography link - Environment)</li> </ul>   | <ul style="list-style-type: none"> <li>Discursive text – should zoos be banned?</li> </ul>                                         | <ul style="list-style-type: none"> <li>Persuasive letter – from a woman in Ancient Greece to persuade leaders to let women take part in the Olympics (History link)</li> </ul>                    | N/A                                                                                                       | <b>(Linked to poetry)</b> <ul style="list-style-type: none"> <li>Zoo accident report (The Lion and Albert)</li> <li>Newspaper report (The return of Albert poem)</li> </ul>                     |

|                            |                                                                                                                                                                                                                                                                                                                              |                                                       |                                                                                                                                                                                                                              |                                                                                                                                 |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                |
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| Scaffolded Outcome Poetry  | <ul style="list-style-type: none"> <li>A poem based on Hussain Manawar's poem <i>The Playground</i> from the point of view of William – what he would reminisce about before the famine.</li> <li>Perform their poem using effective intonation and volume.</li> <li>Poem linked to BHM learning (Harriet Tubman)</li> </ul> | N/A                                                   | <b>Cycle A – Jungle Book</b><br>Analyse the poem <i>Kaa's Hunting</i> , investigating the unfamiliar vocabulary. <ul style="list-style-type: none"> <li>Performance of the poem in groups using dramatic effects.</li> </ul> | <ul style="list-style-type: none"> <li>Poem about a minotaur based on Andy Tooze's poem 'Our Dragon Bruce'</li> </ul>           | <ul style="list-style-type: none"> <li>Perform <i>In Flanders Fields</i></li> <li>Write a cinquain poem about an aspect of war, e.g. air raid, leaving loved ones, evacuation, poppies in <i>In Flanders Fields</i> etc (include writing focus - personification)</li> </ul> | <ul style="list-style-type: none"> <li>Narrative of the Lion and Albert poem</li> <li>Recount of the events in the Lion and Albert (Mrs Ramsbottom's point of view)</li> </ul> |
|                            |                                                                                                                                                                                                                                                                                                                              |                                                       | <b>Cycle B – Mulan</b> <ul style="list-style-type: none"> <li>Analyse the Ballad of Mulan to create a story map of key events</li> </ul>                                                                                     |                                                                                                                                 |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                |
| Independent Outcome Poetry |                                                                                                                                                                                                                                                                                                                              | N/A                                                   | N/A                                                                                                                                                                                                                          | Poem based on Andy Tooze's poem 'Our Dragon Bruce' about a different mythical creature.                                         | Cinquain poem about a different aspect of war                                                                                                                                                                                                                                | Recount of the events in the Lion and Albert (the zoo keeper's point of view)                                                                                                  |
| Cross Curricular Outcome   | Hybrid text<br>Non-chronological report – The Kingdom of Benin ( <b>History</b> )<br>Instructions – How to create a Batik design ( <b>Art</b> )<br>Explanation – How trading was used in Benin ( <b>History</b> )                                                                                                            | <b>Geography</b> - Biography about David Attenborough | <b>Science</b> - Letter to a problem page - lifestyle linked to health and circulatory system – partner responds with advice.                                                                                                | <b>History</b> - Persuasive letter – from a woman in Ancient Greece to persuade leaders to let women take part in the Olympics. | <b>History</b> - Diary entry from the point of view of a child living in a rural area like Huddlesden when the war ended                                                                                                                                                     |                                                                                                                                                                                |