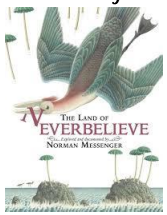
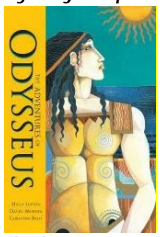
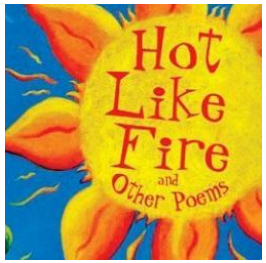
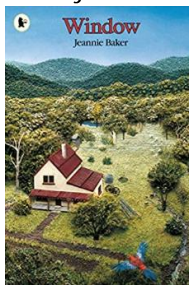
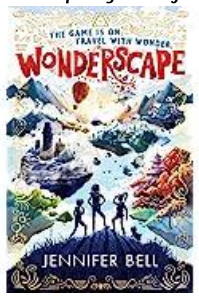
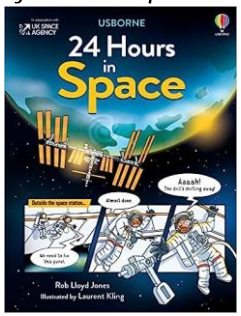
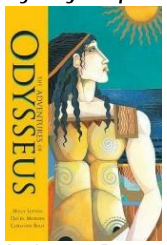
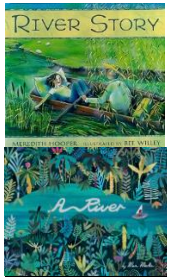
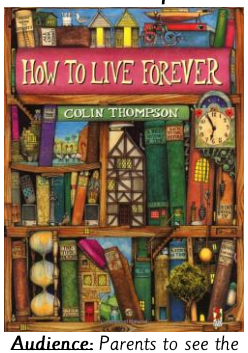
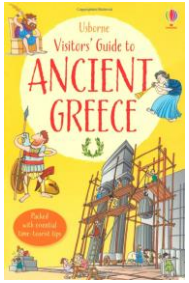
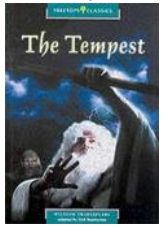
# Year 6 Long Term Overview (Cycle B)

| **Autumn 1:**<br>**On our Doorstep**<br>*Is belonging really important?* | **Autumn 2:**<br>**Seven Wonders of the World**<br>*How do you become a wonder in the world?* | **Spring 1:**<br>**Earth and Space**<br>*What is out there and where did it come from?* | **Spring 2:**<br>**Ancient Greeks**<br>*Were the Greeks actually great?* | **Summer 1:**<br>**From Source to Sea**<br>*Does Adversity always make us stronger?* | **Summer 2:**<br>**Islam Study**<br>*How do you know what to believe?* |
|---|---|---|---|---|---|
| **Learning Journey 1** | **Learning Journey 1** | **Learning Journey 1** | **Learning Journey 1** | **Learning Journey 1** | **One Book, Several Outcomes** |
| **Poetry: Environmental Goodnight Stroud by Pi Corbett/ City Jungle by Pi Corbett/ Take Two by Pi Corbett**<br> <br>**Audience:** Theme display board<br>**Purpose:** To describe<br>**Outcome:** A poem describing environments | **The Land of never Believe by Norman Messenger**<br>**WAGGOLL: Sea Fever by John Macefield**<br>  <br>**Audience: Special Friends**<br>**Purpose**: To describe<br>**Outcome:** Description to input into their narrative<br>*(Sight of Application: To inform – information leaflet about a made up animal from Never-Believe)* | **Spaced Out by Brian Moses and James Carter (Poems)**<br> <br>**Audience:** Other children in class worship<br>**Purpose:** To entertain<br>**Outcome:** A poem to be performed in Class worships<br>*(Sight of Application: Balanced Argument – should we be exploring space when the world is in crisis?)* | **The Adventures of Odysseus by Hugh Lupton**<br>  <br>**Audience:** locals<br>**Purpose:** To describe<br>**Outcome:** A description/information of a new mythical creature<br>*(Sight of application: to report the sighting of the creature to locals)* | *I Asked the River by Valerie Bloom(Poetry)*<br>*https://clpe.org.uk/poetry/poems/i-asked-river*<br>  <br>**Audience:** Year 6 performance<br>**Purpose:** To Entertain<br>**Outcome**; Narrative Poetry (Dialogue)<br>*Site of Application: To entertain – narrative)* | **The Barnabus Project by The Fan Brothers**<br> <br>**Outcome 1**<br>**Purpose:** To describe<br>**Outcome:** Character Description<br>**Audience:**<br><br>**Outcome 2**<br>**Purpose:** To entertain<br>**Outcome:** An Adventure Story<br>**Audience:**<br><br>**Outcome 3:**<br>**Purpose:** To report<br>**Outcome:** Newspaper report<br>**Audience:** |
| Key NC Statements | Key NC Statements | Key NC Statements | Key NC Statements | Key NC Statements | |
| *Year 5: To convert nouns or adjectives into verbs using –ate, -ise and –ify (recap)*<br><br>*Year 5/6: To use figurative language such as similes, alliteration, metaphors and personification (recap)*<br><br>*Year 5/6: Reading:*<br>*To prepare poems to read out loud and perform. (new)* | *Year 5: Use expanded noun phrases to convey complicated information concisely (recap)*<br><br>*Year 6: Make deliberate choices of sentence length and structure for impact on the reader (recap)*<br><br>*Year 6: To use brackets, dashes or commas to indicate parenthesis (recap)* | *Year 6: Reading:*<br>*To prepare poems to read out loud and perform. (recap)*<br><br>*Year 6: Use figurative language such as similes, alliteration, metaphors and personification in poetry (recap)*<br><br>*Year 6: To use expanded noun phrases to convey complicated information concisely. (recap)* | *Year 6: To use expanded noun phrases to convey complicated information concisely (recap)*<br><br>*Year 6: To use a range of sentence types and structures for effect (revision)*<br><br>*Year 6: To make deliberate choices of sentence length and structure for impact on the reader. (recap)* | *Objectives to be decided depending on need of the class (revision)* | |

# Year 6 Long Term Overview (Cycle B)

| Learning Journey 2 | Learning Journey 2 | Learning Journey 2 | Learning Journey 2 | Learning Journey 2 | One Book, Several Outcomes |
|---|---|---|---|---|---|
| **Window by Jeanne Baker**<br>  <br><br>**Audience:** Attending 150th event / Wilson Homes<br>**Purpose:** To persuade<br>**Outcome:** Letters to Wilson homes persuading them not to build on Hogmoor Enclosure<br><br>(Site of Application: To Describe) | **WonderScape by Jennifer Bell**<br>  <br><br>**Audience:** Special Friends<br>**Purpose:** To entertain<br>**Outcome:** Stories written about a disastrous event in another land<br><br>(Sight of application: To describe) | **24 Hours in Space by Rob Lloyd Jones (Graphic Novel)**<br>  <br><br>**Audience:** Scientists<br>**Purpose:** To recount<br>**Outcome**: Diary entry to be shared with scientists recounting the 24 hours<br>(Site of Application: To entertain) | **The Adventures of Odysseus by Hugh Lupton**<br>  <br><br>**Audience: Parents**<br>**Purpose:** To entertain<br>**Outcome:** Write a new adventure for Adyssius using their new mythical creature from previous unit. | **River Story by Meredith Hooper / A River by Max Martin**<br>  <br><br>**Audience:** Visitors to the giant River<br>**Purpose:** To explain<br>**Outcome:** Explanation of journey of a river.<br>(Sight of Application: To entertain - poem) | *Residential Experience as a stimulus for writing.*<br> <br>**Outcome 1**<br>**Purpose:** To recount<br>**Outcome:** Diary entry of my experiences<br>**Audience:** Children in year 5 who are looking forward to it next year.<br><br>**Outcome 2**<br>**Purpose:** To inform/thank<br>**Outcome:** A letter to Fairthorne Manor<br>**Audience:** Fairthorne Manor **to be sent off** |
| **Key NC Statements** | **Key NC Statements** | **Key NC Statements** | **Key NC Statements** | **Key NC Statements** | |
| Year 5: To use modal verbs or adverbs to indicate degrees of possibility (recap)<br><br>Year 5: To make deliberate choices of sentence length and structure for impact on the reader. (recap)<br><br>Year 6: To use adverbs and modal verbs to indicate degrees of possibility (new)<br><br>Year 6: Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections or ellipses (new) | Year 5: Choose the appropriate register for the audience and purpose (formal or informal) (recap) (dialogue)<br><br>Year 6: To use and punctuate dialogue within a narrative (recap)<br><br>Year 6: To use a wide range of devices to build cohesion within and across paragraphs. (new)<br><br>Year 6: To use colons and semi-colons to mark boundaries between independent clauses. (recap) | Year 6: To use the perfect form of verbs to mark relationships between time and cause. (recap)<br><br>Year 6: Use relative clauses beginning with who, which, where, when, whose, that (recap)<br><br>Year 6: To use a colon to introduce a list (recap)<br><br>Year 6: To use a variety of punctuation within sentences colons and semi-colons and commas. (revision) | Year 6: In narratives, describe settings, characters and atmosphere. (recap)<br><br>Year 6: To use dialogue and demarcate it correctly. (recap)<br><br>Year 6: To use a mixture of formal and informal language. (dialogue) (recap)<br><br>Year 6: To link ideas across paragraphs through tense choice (recap) | Objectives to be decided depending on need of the class (revision) | |

# Year 6 Long Term Overview (Cycle B)

| Learning Journey 3 | Learning Journey 3 | Learning Journey 3 | Learning Journey 3 | Learning Journey 3 |
|---|---|---|---|---|
| **The Majestic Plastic Bag (Digital Media)** (https://www.youtube.com/watch?v=GLgh9h2ePYw ) **Audience:** Bordon Residents **Purpose:** To inform **Outcome:** Children to create their own mockumentary for the people of Blackmoor about another item of rubbish that has been found around school. (Sight of Application: To persuade people not to buy plastic bags) | **How to Live Forever by Colin Thompson**   **Audience:** Parents to see the balanced argyument/debate to end the unit **Purpose:** Balanced Argument **Outcome:** A balanced argument to share with parents. (Site of Application: To entertain) | **24 Hours in Space by Rob Lloyd Jones (Graphic Novel)** **Audience:** People of Earth **Purpose:** To report **Outcome:** A news report to be filmed to report the discovery of a new planet in space. (Site of Application: To recount) | **A Visitors Guide To Ancient Greece**   **Audience:** Local Estate Agent **Purpose:** To inform **Outcome:** An information leaflet describing Greece to visitors who would like to visit. (Sight of application: To entertain) | **The Tempest by William Shakespeare**   **Audience:** Book to be displayed in the reception area in January **Purpose:** To entertain **Outcome:** A sequel of The Tempest telling what happens next to the characters (Sight of Application: Persuasive writing) https://www.bbc.co.uk/teach/class-clips-video/english-ks2-the-tempest-home/zfskxyc |
| **Key NC Statements** | **Key NC Statements** | **Key NC Statements** | **Key NC Statements** | **Key NC Statements** |
| Year 5: To use expanded noun phrases to convey complicated information concisely. (recap)<br><br>Year 6: To use relative clauses beginning with who, which, where, when, whose, that or with or with an implied relative pronoun (recap).<br><br>Year 6: To adverbs and prepositional phrases for qualification and precision (new)<br><br>Year 6: To use organisational features to structure the text and guide the reader. (new) (headings, bullet points, underlining, columns, tables) | Year 6: To use commas to clarify meaning and avoid ambiguity (new)<br><br>Year 6: To use modal verbs and adverbs to indicate degrees of possibility. (recap)<br><br>Year 6: To use hyphens to avoid ambiguity (new) | Year 6: To use passive verbs to affect the presentation of information in a sentence (recap)<br><br>Year 6: To punctuate bullet points consistently. (recap)<br><br>Year 6: To use the appropriate register for the language of speech when writing quotes within reports. (recap)<br><br>Year 6: To link ideas across paragraphs through tense choice (recap) | Year 6: To use organisational and presentational devices to structure the text and guide the reader. (recap)<br><br>Year 6: To use a range of punctuation to demarcate different sentence structures (revision)<br><br>Year 6: Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports (recap) | Objectives to be decided depending on need of the class (revision) |

# Year 6 Long Term Overview (Cycle B)

***Objectives to be taught through all learning journeys:***

***Composition:***

***plan their writing by:***

- *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary*

***draft and write by:***

- *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action*
- *précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]*

***evaluate and edit by:***

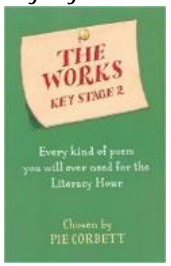
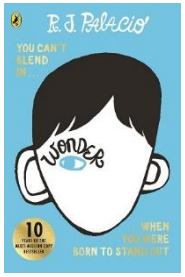
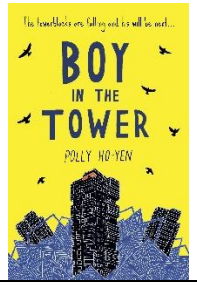
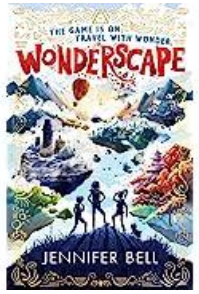
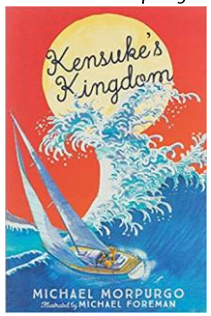
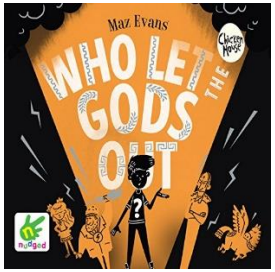
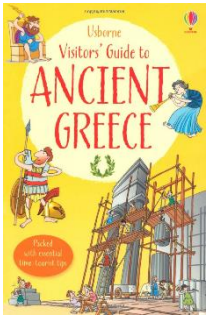
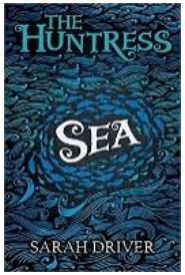
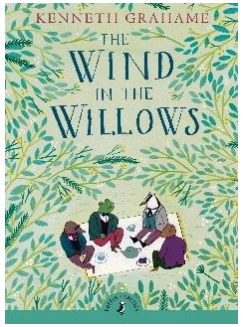
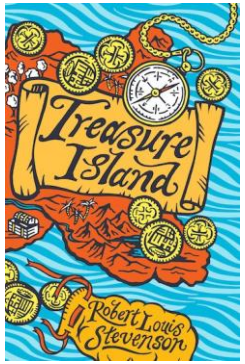
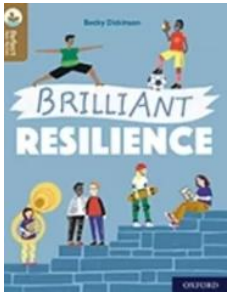
- *assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*
- *ensuring the consistent and correct use of tense throughout a piece of writing*
- *ensuring correct subject and verb agreement when using singular and plural*
- *proof-read for spelling and punctuation errors*
- *perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.*

*Transcription to be taught through 'Spelling Shed' and applied to writing outcomes.*

*Handwriting to be taught through 'Penpals'.*

# Year 6 Long Term Overview (Cycle B)

## Guided Reading Texts

| | | | | | |
|---|---|---|---|---|---|
| ~~Poetry:~~ I ASKED THE LITTLE BOY WHO CANNOT SEE by Pi Corbett<br>A Poem to be Spoken Silently…<br>Wings by Pi Corbett<br>  <br>Wonder by R.J. Palacio<br>  <br>The Boy in the Tower by Polly – Ho- Yen<br>  | Wonderscape by Jennifer Bell<br>  <br>Kensukes Kingdom by Michael Morpurgo<br>  | Spaced Out by Brian Moses and James Carter (Poems)<br> <br>Champions of Our Planet<br> <br>Oxford Reading Buddy (Dark Blue Book Band) | Who Let the God's Out? By Maz Evans<br>  <br> <br>  | The Huntress by Sarah Driver<br>  <br>The Wind in the Willows by Kenneth Grahame<br>  | Treasure Island by Robert Louis Stevenson<br>  <br>Brilliant Resillience<br>  <br>Oxford Reading Buddy (Dark Red Book Bank) |