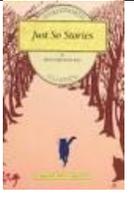
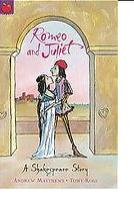
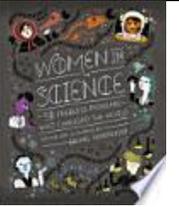
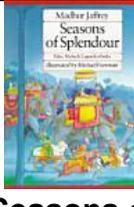


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Year 6 Long term overview					
<u>Cycle A</u>					
Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Woeful War		Evolution and Inheritance		All the World is a stage	
					
Goodnight Mr. Tom by Michelle Magorian	Fireweed by Jill Paton Walsh	Skellig by David Almond	Just So Stories by Rudyard Kipling	Macbeth by William Shakespeare	Romeo and Juliet by Andrew Matthews, William Shakespeare and Tony Ross
Outcomes: Diary entry Newspaper report	Outcomes: War Poetry Narrative	Outcomes: Fact file Letters	Outcomes: Narrative Description	Outcomes: Biography Report	Outcomes: Balanced argument Newspaper Report
Purpose: Inform	Purpose: Entertain	Purpose: Persuade	Purpose: Entertain	Purpose: Inform	Purpose: Discuss

'I can do everything through Him who gives me strength.' Philippians 4:13

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Cycle B					
Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
The Romans and Vikings		We are astronomers		Ancient Civilizations	
 <p>Queen of Darkness by Tony Bradman</p>	 <p>Riddle of the Runes by Janina Ramirez</p>	 <p>Women in Science by Rachel Ignatofsky</p>	 <p>Cosmic by Frank Cottrell-Boyce</p>	 <p>Seasons of Splendour by Madhur Jaffrey</p>	 <p>Secrets of a Sun King by Emma Carroll</p>
Outcomes: Recount Biography	Outcomes: Narrative Poetry	Outcomes: Letter Speech	Outcomes: Description Narrative	Outcomes: Non-Chronological report Newspaper Report	Outcomes: Balanced Argument Review
Purpose: Inform	Purpose: Entertain	Purpose: Persuade	Purpose: Entertain	Purpose: Inform	Purpose: Discuss

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**Y6 whole class writing objectives – what we are teaching, when and why
As a writer...**

To be included in English sessions.

These objectives ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child-friendly, simple 'learning objective' for each session (see NC for specific year group coverage)

Goodnight Mr Tom	Fireweed	Skellig	Just So Stories	Macbeth	Romeo and Juliet
I can plan my writing by recording my first thoughts and build on those ideas using what I have read or need to find out about as necessary	I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward	I can plan my writing by recording my first thoughts and build on those ideas using what I have read or need to find out about as necessary	I can use synonyms and antonyms	I can plan my writing by recording my first thoughts and build on those ideas using what I have read or need to find out about as necessary	I can use relative clauses
I can use formal and informal speech	I can use modal verbs	I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward	I can use inverted commas accurately	I can say the difference between the passive and active voice	I can use the past, present and future tenses consistently throughout a piece of writing
I can use abstract nouns	I can use expanded noun phrases	I can use imperative verbs	I can use compound and complex sentences	I can use fronted adverbials	I can use conjunctions to create cohesion
I can use conjunctions to create cohesion	I can use similes	I can use rhetorical questions	I can combine compound and complex clauses to create sentences	I can use relative clauses	I can use layout devices such as headings, sub-headings and bullet points
I can use hyphens for compound words	I can use metaphors	I can use determiners	I can read work looking for spelling errors and correct them using a dictionary	I can give reasoned feedback on mine and others' work to improve it	I can read work looking for spelling errors and correct them using a dictionary
I can read work looking for spelling errors and correct them using a dictionary	I can use personification	I can use subordinate conjunctions to create complex sentences	I can link ideas across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis	Seasons of Splendour	I can link ideas across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis
Queen of Darkness	I can use alliteration			I can use formal and informal speech	
	I can read work looking for spelling errors and correct them using a dictionary			I can use abstract nouns	

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<p>I can say the difference between the passive and active voice</p> <p>I can use fronted adverbials</p> <p>I can use relative clauses</p> <p>I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis</p> <p>I can give reasoned feedback on mine and others' work to improve it</p>	<p>I can give reasoned feedback on mine and others' work to improve it</p> <p>Riddle of the Runes</p> <p>I can use modal verbs</p> <p>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward</p> <p>I can use expanded noun phrases</p> <p>I can use similes</p> <p>I can use metaphors</p> <p>I can use personification</p> <p>I can use alliteration</p> <p>I can give reasoned feedback on mine and others' work to improve it</p>	<p>Women in Science</p> <p>I can use imperative verbs</p> <p>I can use rhetorical questions</p> <p>I can use determiners</p> <p>I can use subordinate conjunctions to create complex sentences</p> <p>I can read work looking for spelling errors and correct them using a dictionary</p> <p>I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis</p> <p>I can give reasoned feedback on mine and others' work to improve it</p>	<p>I can give reasoned feedback on mine and others' work to improve it</p> <p>Cosmic</p> <p>I can plan my writing by recording my first thoughts and build on those ideas using what I have read or need to find out about as necessary</p> <p>I can use synonyms and antonyms</p> <p>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward</p> <p>I can use inverted commas accurately</p> <p>I can use compound and complex sentences</p> <p>I can combine compound and complex clauses to create sentences</p>	<p>I can use conjunctions to create cohesion</p> <p>I can use hyphens for compound words</p> <p>I can read work looking for spelling errors and correct them using a dictionary</p> <p>I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis</p>	<p>Secrets of a Sun King</p> <p>I can plan my writing by recording my first thoughts and build on those ideas using what I have read or need to find out about as necessary</p> <p>I can use relative clauses</p> <p>I can use the past, present and future tenses consistently throughout a piece of writing</p> <p>I can use conjunctions to create cohesion</p> <p>I can use layout devices such as headings, sub-headings and bullet points</p> <p>I can give reasoned feedback on mine and others' work to improve it</p>
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			I can give reasoned feedback on mine and others' work to improve it		
<p>Spelling (embedded throughout the year/ taught in discrete spelling sessions)</p> <p>I can add suffixes beginning with vowel letters to words ending in -fer eg. referring, preferred, referee, preference</p> <p>I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter</p> <p>I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.</p> <p>I can use dictionaries to check the spelling and meaning of words</p> <p>I can spell most words correctly including words that are often misspelt</p> <p>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>I can use a thesaurus with confidence</p> <p>I can understand how words are related by meaning as synonyms and antonyms</p>					
<p>Handwriting (embedded throughout the year/taught in discrete handwriting sessions)</p> <p>I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>					
<p>Y6 whole class reading objectives – what we are teaching, when and why As a reader...</p>					
<p>To be included in English sessions and discrete guided reading sessions</p>					
<p>These objectives link to our whole school assessment system to ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down to a child-friendly, simple 'learning objective' for each session (see NC for specific year group coverage)</p>					
<p>Goodnight Mr Tom</p> <p>I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing</p> <p>I can discuss and compare themes, structures, issues, characters and plots</p>	<p>Fireweed</p> <p>I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing</p> <p>I can discuss and compare themes, structures, issues, characters and plots</p>	<p>Skellig</p> <p>I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing</p> <p>I can discuss and compare themes, structures, issues, characters and plots</p>	<p>Just So Stories</p> <p>I can read, enjoy, understand and discuss books that are written by different authors, in different styles</p> <p>I can read books that are structured in different ways for different purposes e.g. for fun or research</p>	<p>Macbeth</p> <p>I can read, enjoy, understand and discuss books that are written by different authors, in different styles</p> <p>I can read books that are structured in different ways for different purposes e.g. for fun or research</p>	<p>Romeo and Juliet</p> <p>I can read, enjoy, understand and discuss books that are written by different authors, in different styles</p> <p>I can read books that are structured in different ways for different purposes e.g. for fun or research</p>

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<p>within a book and between different books</p> <p>I can read whole books, including novels, with confidence</p> <p>I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views</p> <p>I can fully explain my views with reasons and evidence from the text</p>	<p>within a book and between different books</p> <p>I can talk about how authors use language, including figurative language, and the impact it has on the reader</p> <p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning</p>	<p>within a book and between different books</p> <p>I can talk about how authors use language, including figurative language, and the impact it has on the reader</p> <p>I can read whole books, including novels, with confidence</p> <p>I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views</p>	<p>I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions</p> <p>I can understand how language, structure and presentation contribute to the meaning of a text</p> <p>I can fully explain my views with reasons and evidence from the text</p> <p>Cosmic</p>	<p>I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing</p> <p>I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation</p> <p>Seasons of Splendour</p>	<p>I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing</p> <p>I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation</p> <p>Secrets of a Sun King</p>
<p>Queen of Darkness</p> <p>I can discuss and compare themes, structures, issues, characters and plots within a book and between different books</p> <p>I can talk about how authors use language, including figurative language, and the impact it has on the reader</p>	<p>Riddle of the Runes</p> <p>I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions</p> <p>I can talk about how authors use language, including figurative language, and the impact it has on the reader</p>	<p>Women in Science</p> <p>I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing</p> <p>I can understand how language, structure and presentation contribute to the meaning of a text</p> <p>I can participate in discussions about books</p>	<p>I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing</p> <p>I can discuss and compare themes, structures, issues, characters and plots within a book and between different books</p> <p>I can show my understanding of texts by</p>	<p>I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions</p> <p>I can talk about how authors use language, including figurative language, and the impact it has on the reader</p>	<p>I can discuss and compare themes, structures, issues, characters and plots within a book and between different books</p> <p>I can talk about how authors use language, including figurative language, and the impact it has on the reader</p>



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	I can fully explain my views with reasons and evidence from the text	that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning	summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views.	I can fully explain my views with reasons and evidence from the text	
<p>Word reading (should be embedded throughout the year) I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list</p>					
<p>Spoken language (should be embedded throughout the year) I can ask specific reasoned questions to improve my understanding I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear</p>					

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