

YEAR 6 ENGLISH OVERVIEW

Alan Peat sentence types to be taught in English:

De:de Sentence; Some; others; Imagine 3 examples; The more, the more; 'Irony' sentences

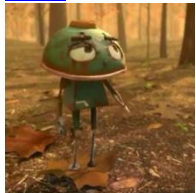
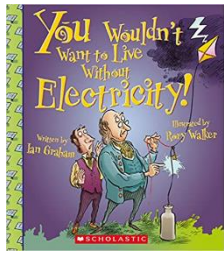
Additional: Emotion – consequence; Tell: show 3 examples; sentences; When; when; when, then sentences.

Topic: Talking 'bout a Revolution

Tier 2 vocabulary: urban, rural, cottage industries, hand tools, steam engines, factories, machinery, workforce

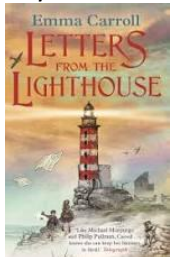
Tier 3 urbanisation, advancements, developments, sanitisation, child labour

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Key text: The Hobbit</p> 	<p>Key text: The Hobbit continued</p>	<p>Key text:</p>  <p>NCR about the Industrial Revolution and Street Child by Berlie Doherty</p>	<p>Key text: NCR about the Industrial Revolution and Street Child by Berlie Doherty</p>	<p>Key text: NCR about the Industrial Revolution and Street Child by Berlie Doherty</p>	<p>Key text: NCR about the Industrial Revolution and Street Child by Berlie Doherty</p>	<p>Key text:</p>  <p>Benjamin Zephaniah poetry - 'The British' 'We Refugees' and 'No problem'</p>
<p>Outcomes: Explore The Hobbit – look at Tolkien's use of language, how he conveys character, his sentence Structure.</p> <p>This week is a baseline assessment of their writing. They write a description about the Hobbit.</p>	<p>Outcomes Fiction: Setting Revisit Year 5 sentence types. Teach children how to move from room to room in the Hobbit Hole cohesively. Children write a setting description about the Hobbit Hole.</p>	<p>Outcomes: Research about the Industrial Revolution. Phase 1: reading, note taking, looking at historical evidence, immersing children in the book Gaslight.</p> <p>Explanation writing based on different land use in Birmingham. Children write a detailed contrast between two different maps.</p>	<p>Outcomes: Identify the four key areas of focus in the reports we will write: work; transport; pollution and ill-health; living conditions. Children use story maps to write cohesive, detailed sentences. Focus on writing multi-clause sentences, e.g. FA, -ing extenders, embedded clauses. Children write first section using</p>	<p>Outcomes: Read some purpose-written sections covering each of the subheadings. Children to identify the types of grammar used; sentence structures; purpose for writing; technical/ap appropriate vocabulary. Children edit their work from last week. Children use new skills to write the next two sections using SAGE and SCRIBE.</p>	<p>Outcomes: Children write their last section, using the story maps. Children write introduction last, having studied key features in other NCR introduction – often the 4 Ws. Children edit their reports and peer assess others. Children write up report.</p>	<p>Outcomes: Benjamin Zephaniah. Explore Zephaniah and his connection to Birmingham. Explore his cultural identity and how this has impacted on him as a poet. Explore: "Serves 60 million" "No problem" "We Refugees" Discuss/analyse/perform.</p>

		SAGE and SCRIBE.			
<p>Topic: Rise of the Robots</p> <p>Tier 2 vocabulary: scientific language – circuit, electrons, positive, negative, cells, components, parallel, series, volts, conductors, transducers (science language)</p> <p>Tier2 vocabulary (for origins sci- fi story)</p> <p>Canopy, horizon, amber, glowing, harmony, symphony, birdsong, haven, tranquil</p> <p>Desolate, looming, eerie, isolated,</p>					
WEEK1	Week 2	Week 3	Week 4	Week 5	
<p>Key text:</p> <p>Visual literacy - “Origins: a lone robot”</p> <p>https://www.literacyshed.com/origins.htm</p> 	<p>Key text -</p> <p>Visual literacy - “Origins: a lone robot”</p>	<p>Key text:</p> <p>Read Pie Corbetts ‘The Magical Door.’ poem as a stimulus for the next two week’s writing. After mind mapping own ideas using the five senses, children create through the door artwork.</p> <p>Read ‘The Door’ by Miroslav Holub http://www.poetrybyheart.org.uk/poems/the-door/</p>	<p>Key text-</p> <p>Read the extract ‘the Snow Walkers son’ by Catherine Fisher.</p> <p>Explore how choice of language evokes mood and atmosphere and its impact on the reader.</p> <p>Teach ‘pattern of 3’ sentences – multi-clause sentences where three actions are used to advance the action.</p> <p>https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf</p>	<p>Key text: Scientific explanations.</p>  <p>After completing practical science sessions, children write a short explanation about how electricity travels around a simple circuit.</p>	
<p>Outcomes: – <u>Visual Literacy</u></p> <p>Children listen to film score without visuals and chart what could be happening from speed/tone/rhythm of music. Children watch film and explore the robot’s thoughts/feelings from his body language/facial expressions. The film is silent - can children follow the story from the visuals? Can they</p>	<p>Outcomes:</p> <p>Children to write a short sci-fi piece about the Robot’s physical and emotional journey as he tries to return home. The focus is “Show, not tell” skills in writing. How can we convey emotion without directly telling the reader what is happening? Children will develop known</p>	<p>Outcomes -</p> <p>Children explore what is through the magical door using their five senses. Use as a stimulus for art.</p> <p>Children decide upon a different world for their story and gather vocabulary/ideas to use as a plan.</p>	<p>Outcomes –</p> <p>children write a sci-fi portal story describing entering a different world through a secret portal. Children will use multi-clause sentences and a pattern of 3 sentence with growing fluency. They will create their own story and choose effective descriptive vocabulary to create</p>	<p>Outcomes-</p> <p>Scientific explanations. Also included is DT week. Children learn about scientific circuits and write up explanations using scientific and technical language.</p> <p>Can children explain the difference between parallel and series circuits?</p>	

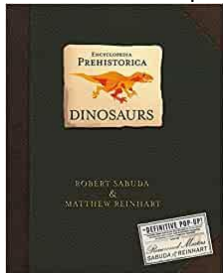
understand how the robot feels through visuals and music? Ensure children can re-tell/order events. Look at features of short stories, e.g. setting the scene straight away; action within the first paragraph.	sentence types, as well as mastering the use of multi-clause sentences effectively and adding detail and description to entertain through choice of language. Children create an effective short story to re-tell "Origins – a lone robot".		atmosphere and add interest.	
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Topic: Heroes and Villains
 Tier 2 vocab: appetising, perplexed, loathe, luscious, interior, evacuation, Blitz, rationing,
 Key phrases: Goodness knows what that was!, You will be glad to know... , Not to worry..., Awfully long...
 Tier3 vocab: Allied powers, Axis powers, treaty, air patrol wardens, invade, Luftwaffe, RAF

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key text:  Letters from the Lighthouse – class novel by Emma Carroll and a variety of non-fiction books about WW2 (see classroom resources)	Key text: Letters from the Lighthouse - class novel and a variety of non-fiction books about WW2 (see classroom resources)	Key text: Letters from the Lighthouse and evacuation non-fiction texts.	Key text: Letters from the Lighthouse and evacuation non-fiction texts.	Key text: Letters from the Lighthouse and Blitz non-fiction texts	Key text: Letters from the Lighthouse and Blitz non-fiction texts
Outcomes: Start reading Letters from the Lighthouse. Show children overview of WW2 and how it began. Use as a	Outcomes: Continue reading Letters from the Lighthouse. Children use notes to write an explanation text about the	Outcomes: Children plan evacuee letters and read some real -life examples. Use ideas from Letters from the Lighthouse. Children plan and begin to	Outcomes: Children continue writing evacuation letters, editing and reviewing their writing throughout. By the end of the week, children	. Outcomes: Children read, research and make notes on the four key areas to do with the Blitz: London Blitz, Shelters and Air Raids, Bombs, Planes. Focus	Outcomes Finish writing Blitz NCR. Edit and peer review other children's work. Art week.


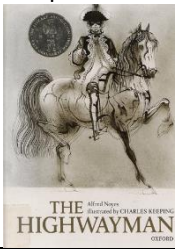
comprehension tool to ask questions about what life was like in WW2. Children watch videos and read non-fiction texts about how Hitler rose to power. Children plan writing.	state of Germany after WW1 and Hitler's rise to power. Teach how to choose a cohesive order to write notes and how to use FA, like consequently, as a result, in addition.	write evacuee letters, creating their own characters. Teach the difference between formal/informal and how they will write so it meets the purpose of a letter. In topic lesson, children will also learn about evacuee life and create posters.	write up their letters on to tea stained paper. Children will then write postcards to demonstrate that they can write for a range of purposes, condensing the contents of the letter.	on writing cohesively, using a variety of sentence types, choosing their layout and formal tone. GD children choose their own sections to write about, proving they can make authorial choices independently.	
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Topic: Palaeontologist
Tier 2 vocab: Tier 2 words: fatal, extinct, carnivore, herbivore, opportunistic, carcass, scarce, juvenile, stature, relative, stature, prey, ancestor.

Week 1	Week 2	Week 3	Week 4
Key text: The Encyclopaedia Prehistoria Dinosaurs: The Definitive Pop-Up 	Key text: Continue Encyclopaedia Prehistoria Dinosaurs: The Definitive Pop-Up	Key text: Continue Encyclopaedia Prehistoria Dinosaurs: The Definitive Pop-Up	Key text: Continue Encyclopaedia Prehistoria Dinosaurs: The Definitive Pop-Up
Outcomes: Whole class non-fiction reading about the T-rex. Children to research and take notes about what they look like, how they eat and how they hunt.	Outcomes: Scaffolded writing of an introduction. Children to share write some of the other paragraphs. Children to independently write their T-Rex report.	Outcomes: Give children an information text about the Stegosaurus. Watch videos. Whole class reading on the Stegosaurus. Then, read information text on the Pterosaurs. Watch videos, Whole class reading. Then, write notes on both dinosaurs.	Outcomes: Children create a comparison of two different dinosaurs in the style of Encyclopaedia Prehistoria.

Topic: Fabulous Physics and Fitness Freaks
Tier 2 vocabulary for Fabulous Physics: reflect, travels, beam, eyes, shadow, cast, opaque, transparent, translucent, sources.
Tier 3 vocabulary for Fitness Freaks: circulatory system, blood vessels, nutrients, transported, organs, lungs, ventricles, atriums, plasm, platelets, oxygen, carbon dioxide, red and white blood cells, pulse

Week 1	Week 2
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Key text: Explanation texts (Science focus)		Key text:	
Outcomes: Introduction to light. Children to research and conduct experiments about light and how it travels in straight lines.		Outcomes: Children to write an explanation of their experiment about changing the direction of light using mirrors. Explanation about how objects are seen because they give out or reflect light into our eyes. Children to use previously taught sentence types independently.	
Topic: Fitness Freaks Tier 3 vocabulary for Fitness Freaks: circulatory system, blood vessels, nutrients, transported, organs, lungs, ventricles, atriums, plasm, platelets, oxygen, carbon dioxide, red and white blood cells, pulse			
Week 1		Week 2	
Key texts Explanation texts (Science focus)		Key texts Explanation texts (Science focus)	
Outcomes: Children learn about the respiratory and circulatory system. Children label diagrams and write explanations about how these systems work. Children do experiment looking at heart rate before and after exercise. Children write up experiment with an explanation.		Outcomes: Children write an explanation about the different properties of blood and how it protects humans.	
Topic: Writing Evidence – standalone pieces. Tier 2 vocabulary for The Piano: solitary, taut, ghostly, wistful, cowered, lifeless, limp. Tier 2/3 vocabulary for the Highway Man: torrent, claret, rapier, ostler, jest, musket, brandish.			
Week 1	Week 2	Week 3	Week 4
Key text: The Piano. https://www.literacyshed.com/piano.html#		Key text: The Highway Man by Alfred Noyes	
		The Highway Man, Alfred Noyes. Love everything about this poem ... 	
Outcomes: Show the film. Discuss the plot. Listen without image. Children to use a visual story board and write plot skeleton. Explore mood & atmosphere of film. Children to use key vocab and build sentences to match each memory. Children to use speech in their short narrative. Children write a narrative for the video. It should comprise of 3 or 4 paragraphs moving through the different scenes in the video.		Outcomes: Read Highway Man text first without pictures, then with pictures to help clarify meaning. Explore the story and answer comprehension questions based on the different parts of the story. Children use the pictures to help construct sentences using a variety of sentence types. Children to write a short narrative based on the poem.	