



Aughton Christ Church English Curriculum Map

Year Group 6

	Autumn 1 Weeks	Autumn 2 Weeks	Spring 1 Weeks	Spring 2 Weeks	Summer 1 Weeks	Summer 2 Weeks
Theme	History WW2 – We Shall Never Surrender	Geography Our Changing World – World and Local Geography	History A Ship Called Hope – Lancashire Slave Trade	History A Ship Called Hope – Lancashire Slave Trade	Geography Lake District - It's a Wild World	History Early Islam – The Golden Age
Author/Poet	Ross MacKenzie Anne Frank	William Shakespeare Ted Hughes TS Elliot Mary OFumento Owen Sheers	Philip Pullman Bill Bryson Derek Landy	HG Wells Andrew Norris Pie Corbett Damien Broderick	John Lennon Paul McCarthy Louis Armstrong Bob Dylan	Ken Nesbitt Pie Corbett
Class Novel/Collection of short stories/poems for learning	The Nowhere Emporium (Anne Frank Diary) Historical figures of varying significance: Barrack Obama/Roald Dahl etc http://autobiography.com	MacBeth Snow & Snow Nightwatch Winter Swans Prelude	Who Dunit? Detective Stories – range of short stories Skulduggery Pleasant The History of Everything A variety of animal explanation texts – mammals.	The Touchstone War of the Worlds Tales From Beyond Alien Landing	Variety of musicals and films War Horse – musical Harry Potter – film Songs – What a Wonderful World, Imagine, A Little Help from my Friends & Eleanor Rigby	Thrill Ride The Works KS2
Unit and Skills	<u>1.Unit: Novel as a Theme (3-4 weeks)</u> Outcome: Children to complete a new chapter using the chunked plot Reading: Children will be able to infer characters' feelings, thoughts and motives from their actions. Children will be able to justify inferences with evidence e.g. Point:Evidence:Explanation. Children will be able to predict what might happen from information stated and implied. Children will be able to participate in debates, challenging peers with questions, justifying opinions, responding to different viewpoints. Children	<u>3. Unit: Older Literature (3 weeks)</u> Outcome: Children to write a new ending to Macbeth and from other perspectives changing the plot. Reading: Children will be able to compare texts written and created in different periods, express preferences, explore new vocabulary, use intonation and expression, respond to different viewpoints and challenge peers, justify opinions and elaborate by referring to the text, and understand underlying themes, causes and consequences.	<u>5.Unit: Explanation Texts (2-3 weeks)</u> Outcome: Children to complete an explanation text of an animal structured with nonfictional devices. Reading: Children will be able to select devices to build cohesion appropriately; demonstrate their understanding of what they have read by giving an oral summary; generate and answer questions focusing on cause and effect; use different reading skills appropriately in order to locate information; identify and comment on structural and language features of explanation texts. Writing:	<u>7.Unit: Science Fiction (3 weeks)</u> Outcome: Children to complete a detailed description of their own Sci Fi Narrative. Reading: Read books and texts that are structured in different ways for a range of purposes. Explain the meaning of words within the context of the text. Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal. Scan for key words and text mark to locate key information.	<u>8. Unit: Song Lyrics (2 weeks)</u> Outcome: Children to write and perform their own song based off a similar rhythm from examples. Reading: Children will be able to identify, discuss and write similes. Children will be able to discuss themes within and across poems and songs. Children will be able to build on one another's ideas, challenging each other courteously. Children will be able to explore the meaning of words in context. Children will be able to demonstrate their understanding, interpretation and response to the poetry through	<u>10.Unit: Free Verse Poetry (1-2 weeks)</u> Outcome: Write and perform a poem from the heart using specific language for effect. Reading: Children will be able to select language for effect; create language effects; explore the meaning of words in context; discuss poems, building on and challenging others' ideas; demonstrate their understanding, interpretation and response to the poetry through discussion and in writing; build on their own ideas and those of



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	<p>will be able to explain the effect on the reader of the authors' choice of language. Children will be able to compare texts written in different periods.</p> <p>Writing: Children will be able to write a survival adventure narrative which:</p> <ul style="list-style-type: none"> - Includes passive voice to create suspense. - Includes a blend of action, dialogue and description within sentences and paragraphs. <p>Draws on writing models, e.g. detailed settings created through precise use of nouns, carefully chosen adjectives, fronted adverbials.</p>	<p>Writing: Children will be able to write a new story or chapter using characters and/or plot structures from a classic novel including words chosen for effect, appropriate use of archaic language, devices to build cohesion between paragraphs and features of the genre.</p>	<p>Children will be able to write their own explanation including:</p> <ul style="list-style-type: none"> - Devices to build cohesion between paragraphs. - Passive voice. <p>Features of the text type.</p>	<p>Summarise main ideas drawn from more than one paragraph and identify key details which support this. Analyse and explain author's use of specific vocabulary to describe specific scenes. . Distinguish between statements of fact or opinion within a text. Use knowledge of root words to understand meanings of words.</p> <p>Writing: Manipulate sentences to create particular effects. Use a range of sentence structures to create impact. Using devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course.</p>	<p>discussion and in writing. Children will be able to take account of meaning when reading aloud. Children will be able to prepare, rehearse and perform a poem/song.</p> <p>Writing: Children will be able to write a poem/song which includes:</p> <ul style="list-style-type: none"> - A structure based on the model. - Imagery created through carefully chosen words and phrases. <p>Appropriate use of simile/metaphor.</p>	<p>others and challenge the views of others courteously; compare poems and explain their preferences; learn poetry by heart; take account of meaning when reading aloud; prepare, rehearse and perform a poem; improve their performance by listening to and acting on feedback; identify examples of figurative language within poems ; describe the effect of these on the reader; describe the structural features of poems.</p> <p>Writing: Children will be able to write a poem, based on a model, which includes appropriate use of: vocabulary and language effects for impact, breaking writing conventions for effect, careful selection of words and imagery; perform, evaluate and improve their writing.</p>
<p>Unit and Skills</p>	<p><u>2. Unit: Biographies and Autobiographies (3 weeks)</u></p> <p>Outcome: Children to write their own biography of a chosen significant person. Children to write their own autobiographies based of significant memories/events.</p> <p>Reading: Children will be able to discuss and sequence events. Children will be able to orally recount a series of events using devices to build cohesion e.g. <i>in the</i></p>	<p><u>4. Unit: Poetry with Imagery (2 weeks)</u></p> <p>Outcome: Children to write their own poem using figurative language to create imagery.</p> <p>Reading: Children will be able to select language for effect; create language effects; explore the meaning of words in context; discuss poems, building on and challenging others' ideas; demonstrate their understanding,</p>	<p><u>6. Unit: Detective Crime (3-4 weeks)</u></p> <p>Outcome: Children to complete a whole narrative using a story mountain and developing characters.</p> <p>Reading: Children will be able to understand causes and consequences, record ongoing thoughts in a reading journal, explore texts and deepen understanding through discussion and drama, justify opinions with</p>	<p>Select appropriate vocabulary and language effects. Use semi colons and colons to mark clauses and dashes for additional information</p>	<p><u>9. Unit: Reviews (1-2 weeks)</u></p> <p>Outcome: Compare and write formal and informal reviews of productions and shows.</p> <p>Reading: Children will be able to identify, select and use devices to build cohesion between paragraphs. Children will be able to discuss authors' techniques to influence and manipulate the reader. Children will be able to make comparisons within and across texts.</p>	



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	<p><i>meantime, meanwhile, in due course, until then.</i> Children will be able to identify the conventions of biographical writing. Children will be able to comment on and describe the organisation of biographical writing.</p> <p>Writing: Children will be able to write a biography which includes:</p> <ul style="list-style-type: none"> - Devices to build cohesion between sentences and paragraphs. - Appropriate organisational and layout features. <p>Appropriate vocabulary and grammar choices.</p>	<p>interpretation and response to the poetry through discussion and in writing; build on their own ideas and those of others; challenge the views of others courteously; compare poems and explain their preferences; learn poetry by heart; take account of meaning when reading aloud; prepare, rehearse and perform a poem; improve their performance by listening to and acting on feedback; identify examples of figurative language within poems; describe the effect of these on the reader; describe the structural features of poems.</p> <p>Writing: Children will be able to write a poem which includes a structure based on the model, imagery created through carefully chosen words and phrases, appropriate use of language techniques such as metaphor, simile and personification; edit and improve their own writing to enhance effects and clarify meaning.</p>	<p>reference to the text, and make predictions based on information stated and implied.</p> <p>Writing: Children will be able to write their own detective story including appropriate use of the active and passive voice, devices to build cohesion between paragraphs, characters presented through action, dialogue and description, and features of the genre.</p>		<p>Children will be able to skim for gist .Children will be able to scan for key information. Children will be able to use a combination of skimming, scanning and close reading across a text to locate specific detail. Children will be able to explain the effect of the authors' choice of language and suggest reasons why the author may have selected these.</p> <p>Writing: Children will be able to write a review which includes:</p> <ul style="list-style-type: none"> - Devices to build cohesion between paragraphs. - Persuasive devices. - Standard English. - Passive voice. 	
<p>Enrichments Eg trips/role play/visits/assembly</p>	<p>WW2 Day – Recounts and writing from another perspective – understanding other people's experience in WW2 Ormskirk School production - Review</p>	<p>Poetry performances filmed and reviewed by peers Macbeth role plays – translating older language and awareness of dialect and how language gas changed.</p>	<p>Letter to local MP about climate change and local geographical issues – Parbold and landfill Crime Scene – Aughton Quarry as writing stimulus</p>	<p>Sci – Fi scene. Aliens have taken over Y6 writing opportunity</p>	<p>Tower Wood – Y6 Residential: Diaries, experiences and descriptive writing of awe and wonder. Writing & performing song lyrics (WWII) at Hillcroft Nursing Home</p>	<p>Assessed piece sent to Y7 to help transition</p>



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