

English Long Term Planning Year 6						
Term 1		Term 2		Term 3		
TOPIC – WORLD WAR II SCIENCE – LIVING THINGS AND ANIMALS	Take One Book' (1 or 2 weeks)	TOPIC – ANCIENT GREECE SCIENCE – EVOLUTION	'Take One Book' (1 or 2 weeks)	Assessment Week	TOPIC – TRADE & TOURISM SCIENCE – LIGHT/ELECTRICITY	'Take One Book' (1 or 2 weeks)
TEXT LINKS: THE BOY IN THE STRIPED PJS ONCE LETTERS FROM THE LIGHTHOUSE		TEXT LINKS: FRANCIS /MACBETH/ MYTHS AND LEGENDS			TEXT LINKS: TREASURE ISLAND	
<u>TEXT TYPES TO COVER:</u> <u>Fiction/Non-Fiction</u> Letter Writing – Complaint – The Skittles Company Letter Writing Informal/Formal– Bruno's Letter to Grandma Diary Entry – Diary of an Evacuee Newspaper – The Dambusters/Mission Statement/Battle of Britain Fast Paced Narrative – Once, I met a boy named Felix Re-tell Writing a chapter using atmosphere Diary Entry – Around the World in Eighty Days . <u>Poetry</u> WWII poems and speeches focus	One (or more) written outcome, linked with fiction/no n- fiction modules already covered during the term leading to a piece of extended writing every 2 weeks. <i>(This could include</i>	<u>TEXT TYPES TO COVER:</u> <u>Fiction/Non-Fiction</u> Non -Chronological Report – Fight for your World WWF Persuasive Leaflet – Destruction of Habitats Balanced Argument – Killer Whales in Captivity Explanation – Circulatory System Narrative with strong cohesion – Francis Diary – Theseus' Diary Emotive Letter – A Letter from Lady Macbeth Strong Emotive Retell – Verb forms and tenses – The Piano Twitter Blog – Debate SATs <u>Poetry</u> Poetry linked to Macbeth	One (or more) written outcome, linked with fiction/no n- fiction modules already covered during the term leading to a piece of extended writing every 2 weeks. <i>(This could include</i>			
		<u>TEXT TYPES TO COVER:</u> <u>Fiction/Non-Fiction</u> Witness Statement – The Legend of Dracula Warning Story with dialogue – Danger! Warning Story with strong cohesion – Room for One More Witness Statement – Police interrogation Letter of Application - Shackleton Narrative – Focus on dialogue between characters. Diary Entry – Treasure Island Character Description – Treasure Island Letter – Treasure Island <u>Poetry</u> Narrative Poetry	One (or more) written outcome, linked with fiction/no n- fiction modules already covered during the term leading to a piece of extended writing every 2 weeks. <i>(This could include</i>			

<p><u>Notes from Class Teacher:</u></p> <p>Cover all key writing skills – aim for children to be using these by Christmas.</p>	<p><i>non-fiction text types not taught as a unit in this year group)</i></p>	<p><u>Notes from Class Teacher:</u></p> <p>Start to build evidence portfolio – show progress over 6 pieces of confident writing.</p>	<p><i>non-fiction text types not taught as a unit in this year group)</i></p>	<p><u>Notes from Class Teacher:</u></p> <p>To evidence shifting control of tense and verb form for GDS writers – Spring Vale Autobiography Piece. A Warning story is compulsory for moderation.</p>	<p><i>non-fiction text types not taught as a unit in this year group)</i></p>
---	---	---	---	--	---