

## GEMS YEAR 6 LONG TERM PLAN 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<i>Kensuke's Kingdom</i> ( <i>Butterfly Lion</i> for nurture group)	<i>Skellig</i>  Nature Poetry (William Blake)  Christmas Poem	<i>Holes</i>	<i>Holes</i> SATS Skills	SATS Skills Writing Focus Poetry – The Highwayman - ballad	Shakespeare <i>Macbeth</i>
<b>Why this? Why now?</b>	Great transition text from Year 5 – themes include habitats, protection of species, survival skills, family. Linguistic content and themes including: redundancy, change of lifestyle, being alone and being rescued. Strikes the balance between accessibility and ambition.	Skellig- dealing with themes of friendship, healing and a belief in the impossible – links to main characters in <i>Nevermoor</i> and <i>Wolf Brother</i> in Y5. Children can empathise with the character, who feels alone in the family, while the mother and father concentrate on the baby. Poems grouped by theme and concepts – poetry studied every year.	Louis Sachar, <i>Boy in a Girl's Bathroom</i> was read by form classes in Year 5. Literary analysis and use of language. Explore the themes which run throughout the book which also match our school's core values: resilience, relationships, resourcefulness and reflection (4Rs). Links to themes in OMAM in Y8.		Real world writing opportunities. Study classic poetry and enjoyment of poetry. Exposure to a range of figurative language features. For children to gain confidence in learning poetry and being able to perform it in front of their peers. Prepares pupils for challenge of KS3 study.	Shakespeare play studied every year. Drama opportunities outside Prepares pupils for challenge of KS3 study. <i>Macbeth</i> or <i>Romeo and Juliet</i> studied at GCSE.
<b>Skills (appreciation and love of reading, VIPERS/guided reading/RFP, handwriting, S&amp;L throughout)</b>	Predictions. Identify, analyse and discuss themes. Empathy for a character. Exploring texts from the same genre. Comparing character's viewpoints. Select evidence to support points. Chronological writing. Direct and indirect speech.	Explore the different relationship between different characters. Identify themes which run throughout the book- birds, angels. Debate ideas and write a balanced argument. Narrative/descriptive writing skills. Learn and perform poetry by heart.	Being able to transition between the past and the present stories in the book and how the past events have an impact on the present. Differentiate and understand the multiple meanings for the word "Holes" throughout the book. Write a recount in the past tense and in character (1 <sup>st</sup> person) Understand the use of pathetic fallacy and how the weather reflects the mood of the story. Comparing characters. Good V Bad.		Highwayman- figurative language - metaphors, personification, similes, alliteration. Understanding the structure of a poem- repetition, rhyming couplets and onomatopoeia. Create atmosphere and imagery within writing. Understanding a range of viewpoints. Make comparisons within and across books. Narrative – action to advance dialogue.	Analyse characters and motives for their actions. Explore the play's central themes (ambition, betrayal, evil). Understand the play's context – both social and historical – witches, witchcraft and the presentation of women. Analysis of Shakespeare's language and key soliloquys PEE paragraph/analysis.

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<b>Knowledge</b>	Geographical and cultural knowledge of the different places where Michael's family travel. Survival guide knowledge. <b>Nurture Group</b> Historical context, World War I, life in Africa during the 1930's. Themes around friendship and loyalty.	Understanding what it was like to be home-schooled during COVID, which allows the children to understand the positives and negatives from a personal point of view. Symbols and motifs.	Understand what injustice means and be able to empathise with the character. Build on historical knowledge. How author blends the past and present – non-linear. Racism. Crime and punishment.		Knowledge of historical context (pre 19 <sup>th</sup> century). How points of view are expressed in writing.	Build on their personal knowledge of Shakespeare from Year 5. 16 <sup>th</sup> and 17 <sup>th</sup> century beliefs – superstition, witchcraft, divine right of kings.
<b>Vocabulary (WOTD/pre-teach/RFP)</b>	Diminutive, cacophony, surreptitious, brackish, redundant, gesticulate, marooned. <b>Nurture Group</b> Boarding school, compound, Malaria, waterhole, mosquitoes, trenches, warfare	Congeaed, scrawny, penetrating, regurgitate, fledgling, remnant, cavernous.	Descendants, convicted, vast, desolate, violation, burlap, scarcity, testified, callused, adversity, strength.		Torrent, galleon, claret, rapier, plait, wicket, ostler, casement, tawny, musket, jest, muzzle, refrain, priming, spur	Thane, knell, prate, incarnadine, harbinger, soliciting, hurly-burly, superstition.
<b>Reading and GPS Tests</b>	SATs 2017 papers	SATs 2018 papers Poetry recital	SATs 2019 papers	SATs 2022 papers	<b>SATS 2023</b>	
<b>Writing</b> Two pieces of writing per half term: creative/descriptive, narrative, instructions, persuasive, explanation, recount, report, balanced argument, poetry	Explanation/ Instructions Newspaper article	Balanced argument  Narrative/descriptive  Poem	Recount Description	Persuasive	Formal letter Narrative	Teacher choice x 2
<b>Homework</b> (set reading comprehension, grammar work and spellings each week)	Read Theory Grammar SpellingShed Spellings	Read Theory SATs Booster Books Reading and GPS SpellingShed Spellings Optional extra GPS work and SpellingShed work				Read Theory Grammar SpellingShed Spellings  Poetry recital
<b>Literacy focus (bell activities, analysis, grammar homework)</b> All areas covered during the year	Nouns, adjectives, verbs, adverbs - Capital letters - Full stops - Question marks – Pronouns – Conjunctions – Prepositions - Determiners - Statements, questions, commands – Clauses – Phrases - Commas to mark phrases/clauses - Semi-colons - Inverted commas - Direct and indirect speech - Tense agreement - Subjunctive forms - Cohesive devices - Use of 'I' and 'me' - Double negatives - Exclamation marks - Commas in a list - Commas to mark phrases/clauses - Apostrophes to show omission/contraction - Apostrophes to show possession – Synonyms – Antonyms – Prefixes – Suffixes – Plurals – Parenthesis – Ellipsis – Colons - Active and passive - Cohesive devices - Verb types – Hyphens – Dashes - Semi-colons - Colons					