

Parkside Primary Academy Curriculum Plan – Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Focus – Would you have the heart of a pig?	GEOGRAPHY – Should we care about the other side of the world?	HISTORY – How did Elizabeth I change history?	SCIENCE – Do states of matter, matter?	GEOGRAPHY – How can we change our future?	HISTORY – How has the past influenced us today?
<p>Children will use their previous learning from across key stage 2 to classify plants. They will use learning from year 4 about how to group animals and plants using classification keys. New learning will mean children will learn the difference between vascular and non-vascular plants and will use this to classify a variety of plants. This will be separate learning.</p> <p>In previous years, children will have learnt about how organs have a specific function in the human body. Through new learning and the use of the anchor text, children will identify and name parts of the circulatory system and describe the functions of the heart, blood vessels and blood. The main theme of the anchor text ‘Pig Heart Boy’ is around the main character having an incurable heart defect and a doctor wanting to help him by giving him the heart from a pig. The scientific language the doctor uses in the text will support the teaching of the circulatory system. Building on learning in year 2 and 3 children will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>This theme will work towards Parkside’s intent that children will be able to name the key organ in the human body and know how plants grow and what they need to survive.</p> <p>Class Text: – Pig Heart boy by Malorie Blackman</p> <p>The main theme of the book is around the main character having an incurable heart defect and a doctor wanting to help him by giving him the heart from a pig. Throughout the story, the characters change their minds about whether Cam getting a pig heart is the right thing to do. I can use this to lead the children to discuss animal rights and the moral issues around taking animal organs throughout different sections of the story. The main character is the same age as the pupils, so they can relate to his behaviour and feelings. As the main character is relatable, this will support the children when they write in the role of the character.</p> <p>This text will expose the children to scientific language some of which they will be unfamiliar with and will link to the science topic about the circulatory system.</p> <p>Why this, why now? Building on learning in year 2 and 3 children will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Also in previous years, children will have learnt about how organs have a specific function in the human body (Year 3 skeleton and muscles and Year 4 digestive system). Through new learning and the use of the</p>	<p>Building on previous locational and physical geography surrounding rainforests, from year 5, this theme will work towards the intent and make an informed choice about where to live as an adult.</p> <p>This theme will build on the locational knowledge throughout the curriculum. In particular, the children will be able to use knowledge from the geography themes in year 5 about America, rivers and rainforests. The children will focus on the other aspects of physical geography in South America and mountains in America and the rest of the world.</p> <p>They will also learn why South America is important to the UK through the trading of food. A focus will be on children gaining the knowledge of how trading affects the farmers and why fair trading is important.</p> <p>This theme will work towards Parkside’s intent that children will gain knowledge of why places are important to the UK through exploration of trade, that children will have knowledge that allows them to understand places are different to Royston/Barnsley</p> <p>Class Text: - The Tree of Dreams by Laura Resau</p> <p>The class text is set in North America but mainly South America. The author describes the settings in the book in great detail which will allow the children to gain knowledge of places through a fiction perspective. The main theme of the text surrounds people who live in a rainforest, which is slowly being destroyed by oil extractors and the main characters who own a chocolate shop in North America. The main characters visit the forest and teach the natives how to grow and harvest cacao. The story ends with the natives being able to harvest cacao and trade it for money. It will give a relatable example of where trading impacts on lives.</p> <p>This text will expose the children to geographical language that they will be unfamiliar with. It will also link to the next topic as the main character talks about her heart using scientific language.</p> <p>Why this, why now? Throughout this topic, children will use their geographical knowledge of the world (Year 2 continents, Year 3 volcanoes, Year 4 oceans and mountains of Europe). In particular, the children will be able to use knowledge from the geography themes in year 5 about America, rivers and rainforests. The ethical topic around Fair Trade allows children to consider their own choices when moving into the wider world.</p>	<p>This theme looks at one of the most famous periods in British history as children examine some of the most iconic rulers England has ever had. Children develop a broad historical knowledge of the Tudor period and demonstrate their chronological understanding by creating a timeline of the Tudor Dynasty, recalling dates and significant events. Children will also deepen their historical knowledge through a depth study of Queen Elizabeth I as a significant individual in both British and World history.</p> <p>Using skills of historical enquiry, children critically look at sources of evidence and begin to examine how an author/artist may be trying to persuade or give a specific viewpoint to influence your thinking. They also build on previous learning in Year 5 when looking at the role Propaganda plays in cementing a monarch’s power. These learning elements help to prepare children for History in Secondary School as they have a good grasp of chronological understanding, understand the concept of inference and are able to recall and sequence important events in both British and World history.</p> <p>This theme also develops cultural capital in our children as it helps them to understand the part that England, and later Britain through the Empire, played in shaping the world that we live in today. It also explores the struggle and discrimination that Queen Elizabeth will have experienced as a female ruler and it reminds us how far society has changed but also shows us that, even today, more needs to be done to ensure gender equality.</p> <p>Class Text: – Macbeth by William Shakespeare</p> <p>Year 6 will be studying Macbeth by William Shakespeare. It is vitally important the children are encouraged to read some of the greatest authors and playwrights in English history. Therefore, through understanding how Elizabeth created a platform for the arts during her ‘Golden Age’, children will be easily able to use their knowledge of this to understand the explosion of and impact of playwrights like Shakespeare and Marlow. Children will also use the text to consider themes of the time such as prejudice against women and whether they were purposefully included or an outcome of the views of the time. Children will use this text to create their own modern day version of Macbeth and question prejudices in today’s society.</p> <p>This text will expose the children to historical language that they will be unfamiliar with.</p> <p>Why this, why now?</p>	<p>This theme focuses on the chemistry topic ‘States of Matter’. Children will learn that matter makes up our planet and the whole universe. On Earth, all matter exists in one of three main states: solid, liquid or gas. Children will have the opportunity to understand how some materials dissolve and separate through experiments.</p> <p>In previous years, children will have learnt about materials and their properties. Through new learning and the use of the anchor text, children will dissolve, mix and change the properties of materials. They will learn how temperature and pressure affects substances in different states and how matter changes state. The main theme of the anchor text ‘Itch’ is around the main character having a passion for chemistry. The scientific language that he uses and his teachers use will support the technical language of states of matter.</p> <p>This theme will work towards Parkside’s intent that children will be able to name the three states, explain the properties of materials and understand that the Earth exists in one of three main states. They will know famous scientists and their impact on the world today.</p> <p>Class Text: – Itch by Simon Mayo</p> <p>This book is about a child, Itchingham Lofe, who loves science, especially chemistry. He is an element-hunter and in his spare time collects the elements in the periodic table. The children will enjoy reading this book because the main character has a passion for science and loves to experiment. Even though the main character is male there are two strong female characters, who are the same age as Itch. Together, they find themselves tangled in a shadowy web of mystery and action.</p> <p>The overriding theme of chemistry will be linked to the science topic and will provide stimulus for both writing tasks. This text will expose the children to scientific language that they will be unfamiliar with.</p> <p>Why this, why now? Using their knowledge of the properties of materials from Year 2 and Year 3 children begin to investigate how materials change through chemical processes. Their learning around the water cycle also supports their understanding of the properties of state. Children use this understanding of how the world works to allow them to prepare them for their next stage in education.</p>	<p>Through this text the children can explore the issues that arise from drought and why water is an important natural resource. The children will learn about the coast. In year 2, children will have compared Royston to a seaside town. Building on this learning, the children will locate coastal areas around the UK and describe their physical features. The learning will focus on describing and explaining the human features including the land use, economy and the use of the natural resources. Children will have the opportunity to discuss environmental issues arising from the anchor text and the study of economy in coastal areas. The focus will be overfishing and polluting the sea then they will look at how water can be used for energy. This will link to the previous theme about electricity and renewable energy.</p> <p>This theme will work towards Parkside’s intent that children will have an awareness of different environmental issues and what they can do about them. They will understand that places are different to Royston/Barnsley/Yorkshire and they will be able to describe different physical features using geographical language. Through this topic they will discover what the coast is and how coastal areas have changed due to human impact. Using the class text theme as a stimulus we will develop awareness of environmental issues arising in coastal areas (pollution, overfishing and tourism) and how human activity impacts on this.</p> <p>Class Text: – Floodworld by Tom Huddleston</p> <p>This book is centred around children Kara and Joe, who live outside the wall and spend their days navigating perilous waterways to try and scratch out a living. Joe and Kara are swept up into a revolution of justice and vengeance as they try to fight back to save their city from devastation. This book offers a devastating picture of a future London which is reduced to chaos, violence and brutal inequality due to the effects of climate change. It also explores issues around the greed of those in power who have created and segregated an underclass to take the brunt of the devastation. Key themes in the book look at how we choose to fight for justice, through peaceful rebellion or violence. It also explores how abuse of power and the use of ‘charisma’ in not just confined to ‘baddies’.</p> <p>Why this, why now? In year 2, children will have compared Royston to a seaside town. Building on this learning, the children will locate coastal areas around the UK and describe their physical features. They also use their knowledge of climate change from Year 4 and deforestation in Year 5 to understand how the world can change due to human impact. This knowledge</p>	<p>This theme will work towards Parkside’s intent that children know that the world and people have changed over time and to understand how the past has affected our lives today positively. Children will be able to recall dates of significant events and time periods.</p> <p>Using skills of historical enquiry, children will critically look at sources of evidence and begin to examine how the Greeks treated women, which links to Year 5 when looking at the Suffragettes. The children will also create a timeline, focusing on chronological order, understand what Britain may have learnt from the Greeks and compare the Greeks to the Egyptians, which is taught in Year 4.</p> <p>This theme develops cultural capital in our children as they have limited opportunities to experience life and history outside of Royston and Barnsley. Therefore, we need to develop their understanding of history and how history has shaped Britain and the wider world.</p> <p>This theme develops cultural capital in our children as it helps them to understand the part that ancient civilisations played in shaping the world that we live in today. It also explores the advances made by significant individuals in astrology and mathematics and it reminds us how far society has changed.</p> <p>Class Text: – The Iliad and Odyssey retold by Gillian Cross</p> <p>For over 3000 years, people have been spell bound by the Iliad and The Odyssey. The world Homer wrote about was very different from our own, but the story of the Trojan War and the adventures of Odysseus still excite and move us today – and, above all, they make us think about what it means to be human. This narrative of epic poems will open children up to what it was like to live in Ancient Greek times. They would have been told to Ancient Greek people of shows exactly the beliefs and story telling enjoyed at the time. By studying these poems. Children will be able to get a better understanding of the Ancient Greek gods, what life was like and what Ancient Greek people valued. Using Homer, we will begin to explore the impact of the Ancient Greek people of the world we live in today. From story-telling, to medicine, philosophy and democracy.</p> <p>This text will also expose the children to historical language that they will be unfamiliar with.</p> <p>Why this, why now? The children will create a timeline, focusing on chronological order, understand what Britain may have learnt from the Greeks and compare the Greeks to the Egyptians, which is taught in Year 4.</p>


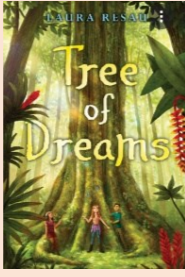


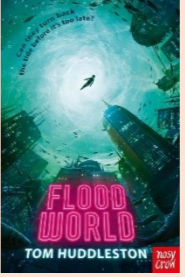
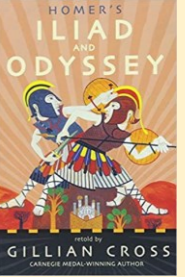
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<p>anchor text, children will identify and name parts of the circulatory system and describe the functions of the heart, blood vessels and blood. This continuing theme of keeping themselves healthy is a key life skill we want for our children.</p>		<p>Building on previous learning in Year 5, children continue to look at the role Propaganda plays in cementing a monarch's power which they have seen during Hitler's reign. These learning elements help to prepare children for History in Secondary School as they have a good grasp of chronological understanding, understand the concept of inference and are able to recall and sequence important events in both British and World history.</p>		<p>gives children a broader understanding of the world and how they play an important part in protecting it.</p>	<p>From their knowledge and historical interpretations of the impact of the roman invasion in Year 3, pupils can understand how history impacts on our world today. This is crucial for children moving on into secondary school as they understand what we do today and impact on the future but also that we are made up of many different heritages and cultures.</p>
<p>Objectives covered: SCIENCE BIOLOGY (Animals inc Humans) I know: <ul style="list-style-type: none"> The names of the main parts of the human circulatory system e.g. arteries, veins, blood vessels, heart, oxygenated, deoxygenated, valve, respiration, aorta, ventricle, pulmonary circulatory system How the main parts of the human circulatory system work I can: <ul style="list-style-type: none"> Explain how the human circulatory system including the pulmonary circulatory system works Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function Explain the ways in which nutrients and water are transported within animals including humans SCIENCE BIOLOGY (Living things and their habitats) I know: <ul style="list-style-type: none"> That living things are classified into broad groups according to common observable characteristics based on similarities and differences The differences between microorganisms, plants and animals I can: <ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics WORKING SCIENTIFICALLY I know: <ul style="list-style-type: none"> How to use different ways to test an idea How to vary one factor in my test and keep others the same in an experiment How to plan and carry out an investigation by controlling variables fairly and accurately To decide which units of measurement I need to use How to choose specific equipment I need for my test How to take measurements with accuracy and precision using scientific equipment </p>	<p>Objectives covered: Geographical Knowledge I know: <ul style="list-style-type: none"> What the Prime/Greenwich Meridian time zone is where the Arctic and Antarctic are that the Sahara is the largest desert in the world I can: <ul style="list-style-type: none"> Identify the position of the Prime/Greenwich Meridian time zone and explain how time zones work Locate the Arctic and Antarctic on a map Locate the Sahara Desert on a map Physical Geography I know: <ul style="list-style-type: none"> What the physical features are of different places around the world How to use a 4 figure grid reference How to sketch maps when carrying out a field study I can: <ul style="list-style-type: none"> Give an extended description of physical features of different places around the world Describe how some places are similar and others are different in relations to their physical features Human Geography I know: <ul style="list-style-type: none"> What the human features are of different places around the world How to map land use using my own criteria I can: Give an extended description of the human features of different places around the world Describe how some places are similar and others are different in relation to their human features DESIGN TECHNOLOGY <ul style="list-style-type: none"> I can come up with a range of information to inform my design I can use market research to inform my plans I can follow and refine my plan if necessary </p>	<p>Objectives covered: Chronological Understanding I know: <ul style="list-style-type: none"> when the Wars of the Roses took place that Henry VII became King of England at the Battle of Bosworth Field in 1485 when the Tudors ruled England when Henry VII, Henry VIII, Edward, Mary and Elizabeth came to the throne I can: <ul style="list-style-type: none"> create a timeline which shows the Tudor dynasty and calculate how long the House of Tudor lasted Historical Enquiry I know: <ul style="list-style-type: none"> that we can find out information about the past by looking at diaries and peoples' accounts which were written at the time that we can find out information about the past by studying the work of historians that we can find out information about the past through using books and plays written at the time e.g. Shakespeare, Marlow that we can find out information about the past through paintings, pictures and songs that we can find out information about the past by studying the work of archaeologists I can: <ul style="list-style-type: none"> suggest reasons why there might be gaps in our historical understanding of Elizabethan England and/or the Ancient Greek Civilization look at different versions of the same event and say how the author might be trying to persuade or give a specific viewpoint Historical Knowledge and Interpretations I know: <ul style="list-style-type: none"> who the Tudor Monarchs were and when each one ruled </p>	<p>Objectives covered: SCIENCE CHEMISTRY (States of Matter) I know: <ul style="list-style-type: none"> what solids, liquids and gases are how to group and compare materials together according to whether they are solids, liquids or gases how to measure or research the temperature at which different materials change state in degrees Celsius how to use scientific vocabulary to describe changes of state I can: <ul style="list-style-type: none"> explain what happens to materials when they are heated or cooled use measurements to explain changes to the state of water identify the part that evaporation and condensation has in the water cycle associate the rate of evaporation with temperature CHEMISTRY (Properties and Changes to Materials) I know: <ul style="list-style-type: none"> how to compare and group together everyday materials on the basis of their properties including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets how to choose the right materials for a particular purpose based on their properties that dissolving, mixing and changes of state are reversible changes what reversible and irreversible mean I can: <ul style="list-style-type: none"> explain how some materials dissolve in liquid to form a solution use my knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating give reasons why I have chosen particular materials based on their properties explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including </p>	<p>Objectives covered: Geographical Enquiry I know: <ul style="list-style-type: none"> What a scale on a map is How to use maps with a range of scales How to make careful measurements e.g. traffic, weather, visitors to a place How to choose the best way to collect information and the most appropriate units of measure to use I can: <ul style="list-style-type: none"> Explain what scale is on a map Use the measurements and data I have collected to draw conclusions Use maps, aerial photographs, plans and web resources to describe what a locality might be like Human Geography I know: <ul style="list-style-type: none"> What the human features are of different places around the world How to map land use using my own criteria I can: <ul style="list-style-type: none"> Give an extended description of the human features of different places around the world Describe how some places are similar and others are different in relation to their human features Physical Geography I know: <ul style="list-style-type: none"> What the physical features are of different places around the world How to use a 4 figure grid reference How to sketch maps when carrying out a field study I can: <ul style="list-style-type: none"> Give an extended description of physical features of different places around the world Describe how some places are similar and others are different in relations to their physical features MUSIC <ul style="list-style-type: none"> I can perform parts from memory I can perform using notations I can take the lead in a performance I can take on a solo part I can provide rhythmic support </p>	<p>Objectives covered: Chronological Understanding I know: <ul style="list-style-type: none"> when the Ancient Greek Civilization began and why it ended I can: <ul style="list-style-type: none"> create a timeline which shows the rise and fall of Ancient Greek Civilization and calculate how long the Ancient Greek Civilization lasted place major historical events on a timeline explain similarities/changes and continuity between different periods of history Historical Enquiry I know: <ul style="list-style-type: none"> that we can find out information about the past by looking at diaries and peoples' accounts which were written at the time that we can find out information about the past by studying the work of historians that we can find out information about the past through paintings, pictures and songs that we can find out information about the past through studying philosophy e.g. Socrates, Plato, Aristotle that we can find out information about the past through studying works by Homer that we can find out information about the past by studying the work of archaeologists I can: <ul style="list-style-type: none"> suggest reasons why there might be gaps in our historical understanding of Elizabethan England and/or the Ancient Greek Civilization describe features of Ancient Greek Civilizations using evidence look at different versions of the same event and say how the author might be trying to persuade or give a specific viewpoint Historical Knowledge and Interpretations I know: <ul style="list-style-type: none"> why Greece and Athens was one of the most important places in the Ancient world how the Ancient Greeks lived </p>

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<ul style="list-style-type: none"> How to record my measurements in different ways e.g. bar charts, tables, line graphs How to record complex data and results using scientific diagrams, classifications keys, tables, bar charts, line graphs and models. <p>I can:</p> <ul style="list-style-type: none"> Choose the best way and give reasons for my choice Explain why I have varied one factor in my test and kept others the same Make a prediction with reasons and explain these Use scientific information to make a prediction Use test results to make further predictions and set up comparative tests Explain a scientific idea and what evidence supports it Present a detailed report of my findings through writing, display and presentations Identify scientific evidence that has been used to support of refute ideas or arguments <p>ART</p> <ul style="list-style-type: none"> I can use sketches to communicate emotions accurately and with imagination I can explain why I have combined different tools to create my drawings I can explain why I have chosen specific drawing techniques I explain what my own style is I can use a wide range of techniques in my work I can explain why I have chosen specific painting techniques I can compare my methods to those of others I can combine graphics and text based research e.g. magazines to influence the layout of my sketch book I can adapt and refine my work to reflect its meaning and purpose 	<ul style="list-style-type: none"> I can consider culture and society in my designs I can use tools and equipment expertly I can change the way I am working if needed I evaluation and test my final product well to see if it is fit for purpose I can evaluate my final product and say what could improve it e.g. different resources, different types of or more information My produce meets all design criteria I considered the use of my product when I selected materials I can explain how my product should be stored and give reasons for this I can grow my own products with a view to making a salad, taking into account the time it takes to grow different foods 	<ul style="list-style-type: none"> how the rule of succession worked in England during the 15th and 16th Centuries the difficulties and discrimination Elizabeth faced as a woman ruling England at that time what the Elizabethan Renaissance was and why this was important culturally and technologically what life was like in Elizabethan England what propaganda is and that it was used during Elizabethan times <p>I can:</p> <ul style="list-style-type: none"> describe and explain the main changes in a period of history and use language like social, religious, political, technological and cultural explain why historians refer to Elizabeth's reign as 'The Golden Age' relate the discrimination Elizabeth would have experienced as Queen to other periods/events in history I have studied e.g. Suffragist Movement (Y5) how propaganda was used in Elizabethan times, particularly in portraits and why this was important <p>DESIGN TECHNOLOGY</p> <ul style="list-style-type: none"> I can come up with a range of information to inform my design I can follow and refine my plan if necessary I can consider culture and society in my designs I can use tools and equipment expertly I can change the way I am working if needed I can justify why I have selected specific materials I can ensure that all my work is precise and accurate I can hide joints to improve the appearance of my product I can justify why my chosen material is the best for the task 	<p>changes associated with burning and the action of acid on bicarbonate of soda</p> <p>WORKING SCIENTIFICALLY</p> <p>I know:</p> <ul style="list-style-type: none"> How to use different ways to test an idea How to vary one factor in my test and keep others the same in an experiment How to plan and carry out an investigation by controlling variables fairly and accurately To decide which units of measurement I need to use How to choose specific equipment I need for my test How to take measurements with accuracy and precision using scientific equipment How to record my measurements in different ways e.g. bar charts, tables, line graphs How to record complex data and results using scientific diagrams, classifications keys, tables, bar charts, line graphs and models. <p>I can:</p> <ul style="list-style-type: none"> Choose the best way and give reasons for my choice Explain why I have varied one factor in my test and kept others the same Make a prediction with reasons and explain these Use scientific information to make a prediction Use test results to make further predictions and set up comparative tests Explain a scientific idea and what evidence supports it Present a detailed report of my findings through writing, display and presentations Identify scientific evidence that has been used to support of refute ideas or arguments <p>MUSIC</p> <ul style="list-style-type: none"> I can perform parts from memory I can perform using notations I can take the lead in a performance I can take on a solo part I can provide rhythmic support <p>I can use a variety of different musical devices in my compositions including chords, melody, rhythms</p> <ul style="list-style-type: none"> I can recognise that different forms of notation serve different purposes I can use different forms of notation I can combine groups of beats I can refine and improve my work I can evaluate how the venue, occasion and purpose affects the way a piece of music is created I can analyse features within different pieces of music I can compare and contrast the impact that different composers from different times will have had on the people of the time 	<p>I can use a variety of different musical devices in my compositions including chords, melody, rhythms</p> <ul style="list-style-type: none"> I can recognise that different forms of notation serve different purposes I can use different forms of notation I can combine groups of beats I can refine and improve my work I can evaluate how the venue, occasion and purpose affects the way a piece of music is created I can analyse features within different pieces of music I can compare and contrast the impact that different composers from different times will have had on the people of the time <ul style="list-style-type: none"> how the Ancient Greeks treated women who philosophers like Socrates, Plato and Aristotle were who writers like Homer were the names of some Greek gods and heroes and the myths behind these what we have learnt from the Ancient Greeks <p>I can:</p> <ul style="list-style-type: none"> explain why the Ancient Greek Civilization was important explain similarities and differences between the Ancient Greek Civilization and other periods of history I have studied e.g. The Romans explain the part that Ancient Civilizations played in the world explain the advances made by the Greeks in mathematics and astrology explain how the Ancient Greeks have shaped the world that we live in today <p>ART</p> <ul style="list-style-type: none"> I can over print using different colours I can print onto different materials I can look carefully at the methods I use and make decisions about how effective my printing is I can compare my methods to those of others I can combine graphics and text based research e.g. magazines to influence the layout of my sketch book I can adapt and refine my work to reflect its meaning and purpose I can create models on a range of scales I can create work which is open to interpretation by the audience I can include both visual and tactile elements in my work
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<p>Class Text: Pig Heart boy by Malorie Blackman</p> 	<p>Class Text: Tree of Dreams by Laura Resau</p> 	<p>Class Text: Macbeth (A Shakespeare Story) by Andrew Matthews</p> 	<p>Class Text: Itch by Simon Mayo</p> 	<p>Class Text: Flood World by Tom Huddleston</p> 	<p>Class Text: Iliad and Odyssey by Gillian Cross</p> 
<p>Fiction – Alternative chapter Non-Fiction – Explanation Text Based on the class text Pig Heart Boy</p>	<p>Fiction – Journey Narrative Non-Fiction – Persuasive letter (based on The Tree of Dreams)</p>	<p>Fiction – Modern Day interpretation (based on Macbeth) Non-Fiction – Biography (based on the life of Elizabeth I)</p>	<p>Fiction – Chapter from an alternative viewpoint (based on ITCH) Non-Fiction – Instructions</p>	<p>Fiction – Post apocalyptic narrative Non-Fiction – Non-chronological report (both based on the text)</p>	<p>Fiction – Narrative Poem Non-Fiction – Persuasive argument (based on the text The Iliad and Odyssey)</p>
<p>Writing Skills Taught: Pupils will learn to</p> <ul style="list-style-type: none"> - Create cohesion within and across paragraphs using adverbials and subordination. - Use parenthesis correctly – dashes, commas, brackets - Identify all word classes and the difference between them. - How to use all word classes for depth and clarity in their writing. 	<p>Writing Skills Taught: Pupils will learn to</p> <ul style="list-style-type: none"> - Create cohesion within and across paragraphs using adverbials and subordination. - Use a range of sentence types were appropriate and for effect - Indicate formality through language, punctuation and grammatical choices - Use colons and semi – colons correctly - Use figurative language to add depth to my writing - Use dialogue to move action on - Use figurative language to add depth to my writing - Develop atmosphere in narratives through multiple means - Use my senses to describe 	<p>Writing Skills Taught: Pupils will learn to</p> <ul style="list-style-type: none"> • Create cohesion within and across paragraphs using adverbials and subordination. • Use a range of sentence types were appropriate and for effect • Use apostrophes correctly • Use colons and semi – colons correctly • Use figurative language to add depth to my writing • Use a wide range of organisational devices • Detail and description to add interest to non-fiction 	<p>Writing Skills Taught: Pupils will learn to</p> <ul style="list-style-type: none"> • Use the subjunctive • Identify and use active and passive voice. • Write in the correct tense consistently • Indicate formality through language, punctuation and grammatical choices • Use hyphens correctly • Use dialogue to move action on • Use a wide range of organisational devices 	<p>Writing Skills Taught: Pupils will learn to</p> <ul style="list-style-type: none"> - Use the subjunctive - Write in the correct tense consistently - Use apostrophes correctly - Use parenthesis correctly – dashes, commas, brackets - Use hyphens correctly - Use colons and semi – colons correctly - Use figurative language to add depth to my writing - Develop atmosphere in narratives through multiple means - Use my senses to describe 	<p>Writing Skills Taught: Pupils will learn to</p> <ul style="list-style-type: none"> - Identify and use active and passive voice. • Use a range of sentence types were appropriate and for effect • Begin sentences in a variety of ways • Indicate formality through language, punctuation and grammatical choices • Use figurative language to add depth to my writing • Develop atmosphere in narratives through multiple means • Use my senses to describe