

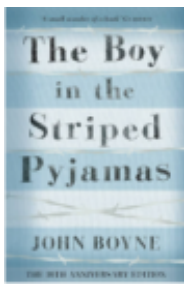


Year 6 Autumn

Core Texts

Written Outcomes

**Cross curricular links over the
term**



Themes

innocence, friendship, and the impact of prejudice and hatred.

Writing to inform

Outcomes - Prediction and Inferences based on front cover

Activity - To develop inference skills to make predictions about The Boy in the Striped Pajamas **Success Criteria** - Prediction formulated with evidence to support thinking

Writing to Entertain

Outcome - Diary entries

Activity - Historical Recount (Diaries) - to write highly emotive, 1st person diary entries from the perspective of characters in the book. E.g Bruno's Mother and recount the events in an emotive way of the Christmas party and Grandmother's behaviour.

Success Criteria - Emphasis on sentence structure and punctuation for effect.

Writing to Entertain

Outcomes - Describe the relationship with two characters / setting description using



prepositional phrases and expanded noun phrases/comparisons between characters

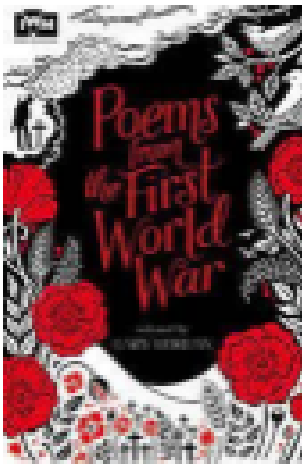
Activities - To describe the relationship with two characters, settings, comparison between characters

Writing to Discuss

Outcome - To understand how the author incorporates previous revelations with current events to build up climax.

Activity - After reading chapters 12 & 13, the children will use their understanding of the text - inference and retrieval of facts to support evidence as the cause and effect of issues from Pavel and Kotker's situation which resulted in their confrontation at dinner.

Success Criteria - to identify and articulate the cause and effect relationships between Pavel and Kotker's past experiences and their confrontation at dinner. To provide specific quotes or passages from the text to support their analysis of how past revelations affect current events.



Themes

Glory, Honour, identity, innocence, guilt, loyalty, courage, compassion, humanity, duty, desire, death

Writing to discuss

Outcome - to identify themes, images, language and poetic devices in a range of war poetry.

Activity - To analyse two different poems. The Second World War, By Elizabeth Jennings.

Success Criteria - effective phrases and figurative language used to describe the effects of the Blitz and explain why they are effective

Writing to inform

Outcomes - To identify themes in a range of war poetry and to understand the poet's message and opinions in their poem.

Activity - To read The black Out and Wilfred Owen Poem Dulce et Decorum est. and analyze the difference in tone and atmosphere Children to describe the feelings of the two writers. The children will then write their own explanation of comparing the two Black-out poems. Thinking particularly about what message or opinion the writer is trying to express.

Success Criteria - Evidence from the text to support thinking

Written to Entertain

Outcome - To use choice descriptions and vocabulary to create an effective poem about the Blitz.

Activity - To write a poem about the Blitz using their senses vocabulary planning sheets from yesterday. Working out the verse length and rhyming patterns.

Success Criteria - To add suitable and effective figurative language to create imagery.



	Writing to Entertain Outcome - To use facts from research of WW2 to	
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	<p>create a poem written in role as an evacuee.</p> <p>Activity - After researching the evacuation in WW2, the children will consider the thoughts, feelings and experiences the evacuees would have had.They will record these on a defining frame.</p> <p>They will then use the defining frame and their analysis of the other poems to write their own poem - in role - as a child who is being evacuated.</p> <p>Success Criteria- They will read several poems about Evacuation and analyse the structure and how the author has included suitable factual detail to make the poem effective.</p>	
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The Grinch



Themes

Loneliness

Family loneliness can make you envious and resentful, but

kindness and forgiveness can change your life.

Writing to inform

Outcomes - Prediction and Inferences based on front cover

Activity - To develop inference skills to make predictions about The Grinch

Success Criteria - Prediction formulated with evidence to support thinking

Writing to Discuss

Outcome - To summarise the main points from The Grinch, the story of him stealing Christmas. -

Activity - To summarise key events and motives in story and the author's intent

Success Criteria - Key points identified and an understanding of the key messages in the book

Writing to Inform

Outcome - To write a newspaper in the correct journalistic style with the key elements of a



newspaper and how to write in the passive, formal style of journalistic writing

Activity - Write their own independent newspaper article of The Grinch and how Christmas was stolen.

Success Criteria - Upside down pyramid structure in place and correct features and layout of newspaper focus on – Past tense, sentence openers, chronological order, multclause sentences, direct quotes, news report vocabulary.

Writing to Discuss

Outcome - To compare versions of the Christmas Story

Activity - The children will be given two versions of the Christmas story taken from two Gospels from the Christian bible: Luke and Matthew.- children to focus on reading domain 2h: make comparisons within the text. They will need to identify the differences and similarities between the two tellings of the Christmas story.They will present their findings and opinions on a comparing and contrasting defining frame. **Success Criteria** - Evidence from the texts to support comparisons

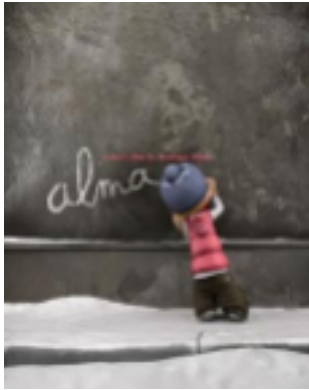
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Year 6 Spring

Core Texts

Written Outcomes

Cross curricular links over the term



Writing to Entertain

Outcome - To describe setting and character motive

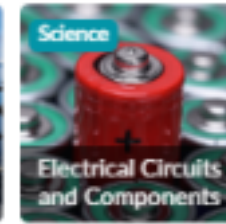
Activity - To describe the main events in the story and the character's action and the consequences. **Success Criteria** - include what the character can see, hear, smell, think and feel during the film and think carefully about what language will effectively describe these.

Writing to Entertain

Outcome - To apply narrative techniques to effectively illustrate a short film.

Activity - To write a fantasy story in the third person.

Success Criteria - making effective language choices and applying a range of descriptive techniques such as expanded noun phrases, prepositional phrases, adverbs, powerful adjectives and figurative language to bring the story to life.



- To write a letter to Mrs Norton explaining the actions the school can take to stop climate change.



Themes

Exploration
Discovery

Writing to Inform

Outcomes - Prediction and Inferences based on front cover and chapter 1.

Activity - read chapter one and make a prediction about what we think will happen as we move further through the text. Following this the children will answer comprehension questions about chapter 1 - these will focus on retrieval, inference and the meaning of words in context.

Success Criteria - Prediction formulated with evidence to support thinking

Writing to Discuss

Outcome - To understand the points of view of different characters and use retrieval and inference skills to justify opinions.

Activity - children will identify how the structure flows and builds on the events in the story to show their train of thoughts - including their worries and concerns, as well as their excitement. They will look at how the author has used various openers and sentence lengths for effect and a range of punctuation. They will then use their points from last lesson and their drafts to write two detailed thought bubbles for Michael and his father.

Success Criteria - writing includes evidence from the text and punctuation for effect and detail

Writing to Entertain

Outcome - To explore the emotions of a character during a key event in the text. To identify evidence to prove a character's feelings and emotions. **Activity** - Analyse pages 42-49



	from the previous reading session and consider Michael's thoughts and emotions during the series of events which culminated in him falling overboard. They will use	
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the character's actions and thoughts from the text to support their ideas.

They will also use the emotions Michael had to create their own sentences, where a character has this emotion but the author is using only actions and how they speak/think to portray this to the reader - using 'show not tell' methods.

Success Criteria - Understanding of the emotion and how to effectively incorporate this into their own writing.

Writing to Entertain

Outcome - To compose a setting description including figurative language.

Activity - To write setting description including descriptive language. The children need to make sure that they have a balance of description, figurative language and moving the setting description forward

Success Criteria - Effective use of figurative language

Writing to Inform

Outcome - newspaper article based on the Nagasaki bombing

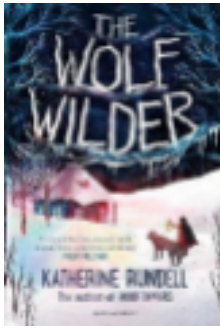
Activity - To use defining frame of facts and details from the bombing of Nagasaki to write a plan for their article. This is to help them structure their report and to include the necessary facts and details.

Their plan will also include any quotes they feel they need.

Success Criteria - They also pool relevant bias and exaggerated.dramatic vocabulary, i.e.

	pulverised, obliterated etc	
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Year 6 Summer		
Core Texts	Written Outcomes	Cross curricular links over the term



Themes

Family
Good Vs Evil
Bravery
Corruption
Nature
Love
Freedom

Writing to Inform

Outcomes - Prediction and Inferences based on front cover and introductory chapters

Activity - Examine the front cover of the new class reader: The Wolf Wilder by Katherine Rundell. Use evidence and inference skills to predict what the story could be about.

Success Criteria - To justify their opinions using evidence.

Writing to Discuss

Outcome - To identify and explore a character feelings, motives and actions

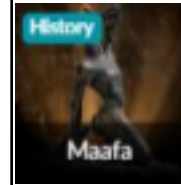
Activity - In chapters 3 and 4 children analyse the interaction between Ilya and Feo. They will use the DASH technique to 'fill in the gap' in the narrative where they stayed in the snow for hours, looking after the newborn pup and Tenderfoot. They will need to think about action - perhaps they hear sounds in the forest and become alert and panicked etc.

Perhaps Ilya goes frantically to find his gun?

Success Criteria - to incorporate suitable dialogue between Ilya and Feo.

Writing to Inform

Outcomes - To write an informative report on wolves that includes details about their habitat,



behavior, diet, and their important role in maintaining ecological balance.

Activity - Children - To complete text on wolves. They will add illustrations where appropriate and suitable facts and 'Did you know?' style text boxes. They will need to decide what information is relevant to their text and retrieve the necessary information from their different researches. **Success Criteria** - They will need to think about the success criteria for information texts.

Writing to Discuss

Outcome - To write a balanced argument.

Activity - They children will use evidence from the five chapters read so far in the class reader: The Wolf Wilder to answer the following question: *Should the aristocrats in Russia - during the time of the Tsar - tame and keep wolves as luxury pets?* They will use a FOR and AGAINST table to record their relevant points. They will then start to group these and construct a plan for their balanced argument.

Success Criteria - To use the 'dare to disagree' phrases and emotional language to evoke empathy and understanding in the reader.



Some of the themes addressed in the book include:

- Reframing and understanding how success really happens
- How the brain grows with practice, challenge and mistakes
- How to practise in order to maximise opportunities for building abilities • Building resilience and GRIT
- The importance of a Growth Mindset (in comparison to a 'Fixed' one)
- How to learn from making mistakes
- Building confidence and perseverance
- Even small incremental gains in improvement can lead to big changes
- Strategies for dealing

The You Are Awesome is a book which explores and support children in developing their Growth Mindset. This text supports transition into Year 7 and is packed with the essential tools for building personal successes (whatever they may be) of a younger audience.

Using Growth Mindset, the ability to learn from failure, grit, and marginal gains, readers of this book will be equipped with the resilience to face the challenges in our rapidly changing, complex world.

Sessions	Title	Focus/Theme
1	From Kid Average to Kid Awesome	To identify the habits needed to transform from average to awesome
2	What;s holding me back?	Address challenges that prevent achieving success - and how to overcome them
3	Your Fantastic, Elastic and Plastic brain	To consider the mental workout your brain encounters during the day
4	Practice makes Perfect	Learn how to take feedback and

These written outcomes support children to internalize the concepts from *"You Are Awesome"* while enhancing their writing skills and personal development as they transition into Year 7.

Written outcomes that could be achieved from exploring *"You Are Awesome"* might include:

1. Personal Reflection Essay:
 - Students can write essays reflecting on a time they faced a challenge and how they used or could have used Growth Mindset principles to overcome it.
2. Growth Mindset Journals:
 - Ongoing journals where students document their efforts to apply Growth Mindset in daily life, including learning from failures and setting personal goals.
3. Resilience Action Plans:
 - Students can create action plans outlining how they will develop resilience in the face of future challenges, using strategies from the book.
4. Character Development Profiles:
 - Writing profiles of real or fictional characters, describing how they embody Growth Mindset traits like grit, perseverance, and learning from mistakes.

with pressure and anxiety

		improve and recognise daily
5	Genius or what?	Discover and understand the hard work behind the scenes
6	Small steps giant leaps	Understand that small changes to routines and practice can have huge overall impact.
7	Under Pressure	Learn about the physical response we face to pressure and its impact on performance.
8	Don't Stop me Now	Now Pause to compare mindset at the start of the course (PLC) to now. What have you learnt?
9	Don't stop me know	Children compare mindset at the start of the course (PLC) to now. What have you learnt?

5. Letters to Future Selves:

- Students could write letters to their future selves, detailing how they plan to approach challenges with a Growth Mindset and what successes they hope to achieve.

6. Analytical Essays:

- Analyzing how the concepts of marginal gains and grit are applied in various fields (e.g., sports, academics) and how these can be translated into their own lives.

7. Creative Writing Pieces:

- Short stories or narratives where characters face challenges and use Growth Mindset principles to navigate them, illustrating the book's concepts in action.

8. Peer Advice Columns:

- Writing advice columns for peers on how to cultivate a Growth Mindset and overcome common obstacles faced during the transition to Year 7.

9. Goal-Setting Worksheets:

- Developing worksheets where students set specific, measurable, and realistic goals using the principles learned from the book.

10. Book Reviews or Reflections:

- Writing a review or personal reflection on "You Are Awesome,"

		discussing how the book has influenced their thinking and approach to challenges.
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