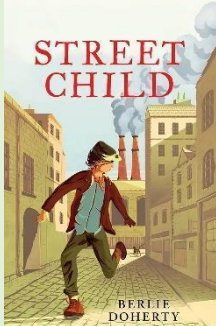
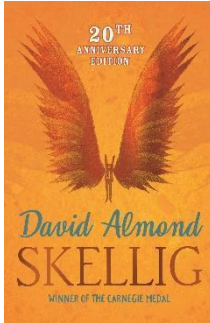
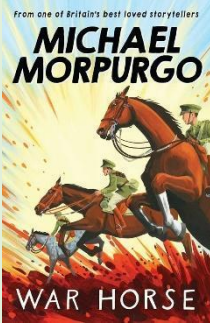


Year 6:						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic:	'Up The Chimneys' (Victorians) 		'Blue Planet' (Geography) 		'WW1 & WW2' (History) 	
Whole class texts:	'Street Child' by Berlie Doherty 		'Skellig' by David Almond 		'Warhorse' by Michael Morpurgo 	
Other texts covered:	➤ National Poetry day: Invictus (William Ernest Henry), The River (Valerie Bloom), The Magic Box (Kit Wright), The Witches Spell (Shakespeare) ➤ Scrap (Guy Bass)		➤ Information texts on rivers (range) ➤ Long Way Home (Berlie Doherty) ➤ Literacy Shed Comprehensions (Range) ➤ Testbase Comprehensions (Range)		➤ WW2 Poetry: (Dulce Et Decorum Est - Wilfred Owen, They - Siegfried Sassoon, In Flanders Fields - John McCrae) ➤ WW2 information texts (range) ➤ Literacy Shed Comprehensions (Range)	

	➤ The Scariest Book Ever (X) ➤ Historical literature from the Victorian Period (sources) ➤ Information texts on 'Light' (Range) ➤ Literacy Shed Comprehensions (Range) ➤ Testbase Comprehensions (Range)		➤ Testbase Comprehensions (Range)
Rationale:	<u>Wider societal issues:</u> • Street Child discusses child poverty and themes of familial loss which impact children at Bader • The text links to Bader value of 'being happy' – the main character develops his understanding of this concept throughout the narrative. <u>Protected characteristic links:</u> • Age <u>Fundamental British Values links:</u> • The Rule of Law • Individual Liberty • Mutual Respect • Tolerance	<u>Wider societal issues:</u> • The narrative includes the birth of a new sibling who is unwell at birth - this is an experience that many children at Bader can relate to through their own lived experience. • The protagonist is a young man who has recently moved to a new home - this example of mobility is familiar to many children at Bader. • This text links to the Bader value of Respect – as the three main characters learn how best to respect each other's differences and as their relationships develop. <u>Protected characteristic links:</u> • Disability (Character of Skellig) <u>Fundamental British Value links:</u> • Individual Liberty	<u>Wider societal issues:</u> • Promotes an understanding and empathy for animals - with many children having pets. • Handles the theme of conflict and war sensitively and links to our History topic (WW1/WW2) • This text links to the Bader value of Determination. This is exemplified by the 'warhorse' Joey as well as the main character (Joey's owner) who is determined to save him from his plight. <u>Literature:</u> • Offers a second Michael Morpurgo text to compare and contrast with (Kensuke's Kingdom) • A unique viewpoint - the text is presented as a first-hand account from a horse

	<u>Rights Respecting Schools (RRS) links:</u> - Article 3 - Best Interests of the child - Article 11 Protection from kidnapping - Article 24 - Health, water, food, environment - Article 27 - Food, clothing and a safe home - Article 28 - Access to education - Article 29 - Aims of education - Article 35 - Prevention of sale and trafficking - Article 36 - Protection from exploitation - Article 40 - Children who break the law - Article 41 - Best law for children applies - Article 42 - Everyone must know children's rights	- Mutual Respect - Tolerance <u>Rights Respecting Schools (RRS) links:</u> - Article 3 - Best interests of the child - Article 5 - Family guidance as children develop - Article 7 - Name and nationality - Article 12 - Respect for Children's View - Article 13 - Sharing thoughts freely Freedom of Expression - Article 18 - Responsibility of parents - Article 27 - Food, clothing and a safe home	<u>Protected characteristics links:</u> - Race <u>Fundamental British Values links:</u> - Democracy - Rule of Law - Individual Liberty - Mutual Respect - Tolerance <u>Rights Respecting Schools links:</u> - Article 3 - Best interests of the child - Article 7 - Name and nationality - Article 8 - Identity - Article 19 - Protection from violence - Article 38 - Protection in war - Article 41 - Best law for children applies
Cross curricular links:	Street Child links to our study of the Victorian era and offers a lens of a unique account into this time and the formation of the charity Barnardos.	Science - Animals including Humans and Living Things and Their Habitats	War Horse links to Y6's study of World War One and World War Two.
Pupil termly reading outcomes:	- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. - Continue to read and discuss an increasingly wide range of fiction and poetry texts.	- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. - Continue to read and discuss an increasingly wide range of fiction, non-fiction and reference books.	- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. - Continue to read and discuss an increasingly wide range of fiction, poetry, non-fiction and reference books or textbooks.

	• Read books that are structured in different ways and read for a range of purposes. • Increase their familiarity with a wide range of books, including traditional stories, fiction from our literary heritage, and books from other cultures and traditions. • Identify and discuss themes and conventions in and across a wide range of writing • Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read. • Be able to find synonyms of words using a thesaurus or electronic equivalent • Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	• Make comparisons within and across books. • Read books that are structured in different ways and read for a range of purposes. • Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage • Identify and discuss themes and conventions in and across a wide range of writing • Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read. • Be able to find synonyms of words using a thesaurus or electronic equivalent • Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	• Make comparisons within and across books. • Read books that are structured in different ways and read for a range of purposes. • Increase their familiarity with a wide range of books, including traditional stories, fiction from our literary heritage, and books from other cultures and traditions. • Identify and discuss themes and conventions in and across a wide range of writing. • Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read. • Be able to find synonyms of words using a thesaurus or electronic equivalent • Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
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