

Year 6	Term 1 (7 weeks) Ancient Greece	Term 2 (7 weeks) Sparks and Splashes	Term 3 (6 weeks) Evolution	Term 4 (6 weeks) Light at the end of the tunnel	Term 5 (6 weeks) SATS	Term 6 (7 weeks) Enterprising / Making Money
Week 1	Plays Cyclops and Odysseus	Stories with dilemmas/fables Tortoise and the Hare	Poetry (short week)	Recount/newspaper flood	Traditional stories Sleeper and the Spindle	Narrative -story opener Ruin (literacy shed video clip) Argument/ Persuasion
Week 2	Plays Icarus	Stories with dilemmas/fables Lion and the Mouse	Thriller Alma	Book Week Mrs Twit A cautionary tale about chocolate	Traditional stories Sleeper and the spindle	Narrative -story opener Ruin (literacy shed video clip) Argument/Persuasion
Week 3	Recount/Newspaper Break-in	Adventure Plane crash in jungle	Thriller Francis	Argument/Persuasion uniforms	sats revision Sleeper and the spindle	Playscripts (RUIN continuation)
Week 4	Recount/Newspaper Break-in	Adventure Plane crash in jungle	Thriller	Argument/Persuasion uniforms	SATS	Playscripts (RUIN continuation)
Week 5	Myths and Legends (Greeks) Theseus and the Minotaur	Information Water Cycle	Diary Entry Space diary (Mars One)	Non-chronological report -Maya	Non-fiction report Spiders <i>Stories with related themes (friendship)</i>	Adventure Quest *based on the Robot and the Butterfly -setting description

Week 6	Myths and Legends Perseus and Medusa	Information Water Cycle	Diary Entry Space diary (Mars One)	Explanation Mayans	Persuasive letter convince mayor to change spider-killing law Stories with related themes (friendship) <small>(link to Boy in the Striped Pajamas, Otto, etc) Chn write stories about two friends surviving WW2</small>	Adventure Based on The Robot and the Butterfly (back story for why the robot is in jail)
Week 7	Cultural Week Slavery (Ottobah)	Diary Entry				Explanation How Winsor works: A guide for parents and students

When are we going to start grammar hammers?

When should we start reviewing grammar and punctuation questions?

When will the next round of practise tests be?

Vocabulary, Grammar & Punctuation

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (<i>i.e. find out/discover; ask for/request; go in/enter</i>) How words are related by meaning as synonyms and antonyms (<i>i.e. big, large, little</i>)
Sentence	Use of the passive to affect the presentation of information in a sentence [<i>i.e. I broke the window in the greenhouse. / The window in the greenhouse was broken (by me).</i>] The difference between structures typical of information speech and structures appropriate for formal speech and writing (<i>i.e. The use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come in some very formal writing and</i>

	speech]
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [i.e. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [i.e. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points