

Y6 Medium Term Plan

Autumn 1	<p>The Girl Who Stole an Elephant</p> <p>This novel follows the story of Chaya who steals the King's elephant to help her impoverished village. During her escape, through the Sri Lankan jungle, she is accompanied by two friends and together they encounter many obstacles to overcome.</p>	<p>The key themes are friendship and loyalty, class and injustice.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> identify the author's use of descriptive language to create vivid images of the jungle, (supported by their Y5 geography knowledge of rainforests) analyse central metaphors in literature, using their knowledge of figurative language from Year 5, recognising the symbolism of the elephant as a metaphor for hope and transformation compare symbolism across texts by comparing the elephant metaphor with the metaphor of the Lewis Chessmen in 'The Chessmen Thief' in Y5 	<p>Within the context of descriptive writing in a jungle setting.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> make deliberate and ambitious vocabulary, grammar and punctuation choices alongside proposing changes to create vivid imagery (supported by geographical knowledge of rainforests) use extended metaphors to capture the distinctive atmosphere of the setting (building on sustained narrative writing completed in the Y5 Treasure Island unit) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> reflexive pronouns, such as myself and yourself, (building on relative pronouns Y5) multiclausal complex sentences joined with two different conjunctions (building on subordination within sentences Y4) a variety of sentence types learnt to avoid repetition (building on KS2 sentence work) 	<p>Debating the complex question: 'Should Chaya have stolen the Queen's Jewels (building on the debate skills from 'Chessmen Thief' Y5)</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> construct a detailed argument (building on developing different perspectives Y5) use and manipulate an increasingly sophisticated range of sentence stems with fluency and accuracy (building on the debate skills from 'Chessmen Thief' Y5) speak fluently in front of their peers (building on confidence gained delivering their own poems based on The Eagle Y5) 	<p>Revision of Year 3/4 spelling objectives:</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable The /i/ sound spelt y elsewhere than at the end of words The /n/ sound spelt ou More prefixes The suffix -ation The suffix -ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ The suffix -ous 	<p>Consolidation and practice:</p> <ul style="list-style-type: none"> the diagonal join to ascender the diagonal join to no ascender the diagonal join to no ascender anticlockwise letters horizontal join to no ascender the horizontal join to ascender
	<p>There's a Ran-Tan in My Bedroom</p> <p>In this picture book a young girl discovers a displaced orangutan in her bedroom, symbolising the destruction of the orangutan's habitat due to palm oil production.</p>	<p>The key themes are environmental awareness, supported by knowledge from the rainforest unit in Y5 Geography.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> identify an analogy -the orangutan / man's invasion of the rainforest (building on the analogy in 'Skellig' Y5) recognise how the narrative structure displays a change in the protagonist's thinking (building on the 'The Tempest' Y5) 	<p>Using the text as a model the children will, independently, use an analogy to portray an environmental issue.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> note down and develop a clear structure for writing using the text as a model (building on The Eagle poem Y5) carefully select language/semantic fields to make the analogy as powerful as possible (building on the Blessing in Y5) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> conjunctive adverbs to indicate comparison or change: therefore, next, furthermore, in spite of (building on multiclausal sentences used in 'The girl who stole an elephant') hyphens to avoid ambiguity: eg recover, man-eating polar bear 	<p>A presentation to peers on 'The destruction of the rainforest for palm oil production' (building on discursive skills covered Holes)</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> construct a detailed argument that utilises and expands on facts learnt (building on 'Escape from Pompeii' Y5) select discourse markers and pause appropriately as an organisational device to guide the audience through the presentation (building on The Chessmen Thief Y5) 	<p>Revision of Year 3/4 spelling objectives:</p> <ul style="list-style-type: none"> Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /j/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Words with the /s/ sound spelt sc (Latin in origin) Words with the /ex/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones 	<p>Continued consolidation and practice.</p>
Autumn 2	<p>The Boy at the Back of the Class</p> <p>The novel is the story of a young Syrian refugee, who joins a new school in London. It is narrated by a nameless girl in Ahmet's class. As his classmates learn about his difficult journey to safety and the challenges he faces as a refugee, they come together to support him and make him feel welcome</p>	<p>The key themes are friendship and inclusion within the context of immigration which is supported by the children's knowledge of migration in Y5 Geography.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> identify and track a range of themes across a novel (builds on identification of themes in Y5) analyse the author's use of stereotypes by close analysis of characters, using inference (building on character hot seating in 'Skellig' Y5) 	<p>Write a persuasive letter on the treatment of refugees highlighting British Values to an MP.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> adapt language choices appropriately to persuade (building on persuasive techniques in 'Escape from Pompeii') structure persuasion to highlight key points incorporating counterargument (building on persuasive techniques in 'Escape from Pompeii') use adverbials of emphasis and repetition of words or phrases to build cohesion within and across paragraphs (building on Holes Y5) select vocabulary and grammatical structures for further persuasive writing such as rhetorical questions or imperative sentences (building on persuasive techniques in 'Escape from Pompeii' Y5) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> subjunctive verbs, such as If it were me, to recommend and suggest in a persuasive piece (building on persuasion in 'Escape from Pompeii' Y5) modal verbs effectively to persuade (building on modality in 'Escape from Pompeii' Y5) cohesive paragraphs where the topic sentence links to the preceding concluding sentence to build cohesion across paragraphs (building on 'The Chessmen Thief') 	<p>Children will orally share the draft of their persuasive letter with their peers for feedback.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Listen carefully to use an increasingly sophisticated range of sentence stems to fluently provide feedback to peers (builds on Y5 performance opportunities) 	<p>Consolidation of Year 3/4 spelling list. Refer to NC Years 3 and 4 word list.</p>	<p>Continued consolidation and practice.</p>
	<p>The Arrival</p> <p>This illustrated graphic novel tells the story of a man who leaves his family to seek a better life in a new country. Without using any words, Tan captures the immigrant experience, the challenges of adapting to a new culture, and the universal themes of hope and resilience.</p>	<p>The key themes are migrant experience and belonging which is supported through the previous unit.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> infer and deduce theme, mood, tone and narrative structure from images (building on immigrant experiences in 'The Boy at the Back of the Class') analyse subtleties in character and character development through images (building on 'Henry's Freedom Box' in Y5) 	<p>Write a description based on a picture stimulus.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> use language economically and efficiently to convey atmosphere (building on description in Skellig Y5) manipulate figurative language for effect (building on Blessing Y5) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> the appropriate sentence type to convey atmosphere and mood (builds on subordination from Y4) 	<p>Children will orally perform written description.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> adapt voice and pace to emphasise mood, tone and atmosphere (building on oral performance of their Blessing inspired poems Y5) 	<p>Consolidation of Year 3/4 spelling list. Refer to NC Years 3 and 4 word list.</p>	<p>Continued consolidation and practice.</p>

Spring 1	<p>Kick</p> <p>Budi, a twelve-year-old boy, works in a Jakarta sweatshop stitching football boots. His life is a complex balance of dangerous neighbourhoods, personal health issues, gruelling work, and poverty. Despite these challenges, Budi's supportive family, love for football, and dream of playing for Real Madrid keep him going.</p>	<p>The themes are child labour, poverty and injustice.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> compare and contrast different characters' perspectives presented by the author (building on 'The Tempest' Y5) identify and analyse the deliberate choices made by the author to construct stereotypes (building on 'The Boy at the Back of the Class') 	<p>Write a BBC Newsround report on child labour in Jakarta.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> develop initial ideas from wider research structure a report using linguistic organisational devices to guide the reader (building from The Boy at the Back of the Class) choose appropriate discourse markers to build cohesion across paragraphs (building from The Boy at the Back of the Class) 	<p>The children will learn to:</p> <ul style="list-style-type: none"> manipulate active and passive voice to maintain journalistic style (builds on subject and object knowledge from KS1) choose appropriate indefinite pronouns to reinforce point of view: eg everyone, would, agree (building on knowledge of pronouns in Y5) use colons to introduce lists or to give further explanation 	<p>Children will deliver a news report in role.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> speak fluently in Standard English in front of an audience, selecting appropriate body language and tone of voice (building on Henry's Freedom Box Y5) construct a complex report adapting style to engage the audience (building on Thieves of Ostia Y5) 	<p>Year 5/6 Spelling Objectives:</p> <ul style="list-style-type: none"> Endings which sound like /jæs/ spelt -cious or -tious Endings which sound like /jæl/ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able and -ibl Words ending in -ably and -ibly Adding suffixes beginning with vowel letters to words ending in -fer 	<p>Improving handwriting:</p> <ul style="list-style-type: none"> the importance of consistent sizing the importance of proportion the importance of spacing the importance of consistent sizing of parallel of consistent sizing of parallel ascenders and descenders the importance of closed and open letters pen breaks in longer words
	<p>The Highwayman</p> <p>"The Highwayman" by Alfred Noyes is a captivating narrative poem set in 18th-century England. It tells the tragic tale of a highwayman and his love for Bess, the landlord's daughter, who ultimately takes her own life to join him in death</p>	<p>The themes are love and sacrifice.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> analyse how different characters perceive the same events (building on 'Kick') recognise the structure of the ballad form (building poetry analysis covered in 'Blessing') identify and analyse how the poet creates a sense of foreboding (building on subtle clues in 'The Arrival') 	<p>Write using the ballad structure and emphasise a chronological presentation of events including a single dramatic event.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> adopt the narrative style of the ballad and use parts or sections alongside stanzas to tell the story use repetition to create a sense of rhythm, tension and pace (builds on tension in Arrival Y6) create and develop extended similes and metaphors (builds on Blessing Y5) 	<p>The children will learn to:</p> <ul style="list-style-type: none"> choose effective punctuation to affect the pace of the poem and enhance the mood or tone created (building on Blessing Y5) 	<p>Perform 'The Highwayman' poem to an audience.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> perform poetry ensuring that alliteration, onomatopoeia and enjambement are delivered appropriately (building from enjambment in Blessing Y5) use the performance skills of eye contact, good posture, gestures or movement to convey the poet's message (building on oral performance of their Blessing inspired poems Y5) 	<p>Year 5/6 Spelling Objectives:</p> <ul style="list-style-type: none"> Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused 	<p>Continued consolidation and practice.</p>
Spring 2	<p>Cogheart</p> <p>The story revolves around twelve-year-old Lily, her mechanical fox named Malkin, and their mysterious and daring new friend, Robert. As Lily embarks on a quest to find her lost father, she uncovers secrets, faces danger, and navigates a world filled with clockworks, mechanimals, hybrids, and humans.</p>	<p>The themes are friendship and identity.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> identify how the narrative structure conveys a change in the protagonist's thinking (building from 'There's a Rang-Tan in my Bedroom' to a full novel structure) analyse how different characters perceive the same events (building from Kick) 	<p>Write a realistic dialogue between fictional characters</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> convey and maintain character voice through dialogue exchange (building on 'Wind in the Willows Y4) develop extended spoken exchanges that reveal features of a character's personality (building on 'Treasure Island' Y5) 	<p>The children will learn to:</p> <ul style="list-style-type: none"> select non-standard English in direct speech to create a realistic spoken language exchange (building on dialogue in Wind in the Willows Y4) choose contracted forms in dialogues (building on dialogue in Treasure Island Y5) select the correct register for their purpose and audience (building on Thieves of Ostia Y5) 	<p>Discussion on the author's themes of friendship and identity.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> develop their discussion skills so that if a discussion is moving off-topic they can refocus the group (building on discussion from 'Holes' Y5) use sentence stems to encourage to contribute to a discussion (building on 'The Chessmen Thief' Y5) use sentence stems to develop points made by other children (building on 'The Chessmen Thief' Y5) 	<p>Year 5/6 Spelling Objectives:</p> <ul style="list-style-type: none"> Words ending in -able and -ible, e.g., adorable, legible Words ending in -ably and -ibly, e.g., terrible/terribly. adorable/adorably Explore homophones and other words that are often confused 	<p>Continued consolidation and practice.</p>
	<p>The Trees</p> <p>In Philip Larkin's poem "The Trees," the speaker reflects on the annual renewal of trees during spring. Despite their perpetual rebirth, the green leaves evoke a sense of melancholy, serving as a reminder of human mortality.</p>	<p>The themes are renewal and the passing of time (building on KS2 science life cycles)</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> analyse the symbolism conveyed by the poet (building on symbolism in The Girl Who Stole an Elephant) select language that portrays concepts of time, rebirth and melancholy (building on 'If' in Y4) 	<p>Write poetry focusing on the natural world (building on Y5 poem Blessing)</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> select and apply appropriate metaphors and extended metaphors that convey the meaning of the poem (building on metaphors in The Girl Who Stole and Elephant) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> the present continuous verb tense (building upon past perfect verb tense use in Skellig Y5) 	<p>Building on the performance skills from the Highwayman poem, children will perform their own compositions.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> speak fluently in front of an audience and consciously adapt tone, pace and volume of their voice to express their purpose (building on delivery of the poem Blessing Y5) 	<p>Year 5/6 Spelling Objectives:</p> <ul style="list-style-type: none"> Homophones and challenge words Revision of Year 3, 4 and 5 spellings 	<p>Continued consolidation and practice.</p>

	Text	Reading	Writing	Grammar	Oracy	Spelling	Handwriting
Summer 1	<p>Pig Heart Boy</p> <p>The story revolves around thirteen-year-old Cameron Kelsey, who suffers from a serious heart condition and urgently needs a transplant. After being turned down twice for a human heart, Cameron's father secretly contacts transgenics expert Dr. Richard Bryce. The operation involves transplanting a pig's heart into Cameron's body.</p>	<p>The themes are medical ethics and family relationships.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> analyse a range of points of view (building on Treasure Island Y5) compare and contrast multiple perspectives within the text (builds on Kick) understand and analyse how the author juxtaposes the medical language with the emotional response of the family (building on the medical references and emotions in 'Skellig') 	<p>Write in the first-person limited perspective demonstrating empathy with the main character.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> select the correct vocabulary to maintain first -person perspective (building on 'Thieves of Ostia' Y5) use a non-linear structure to emphasise key events (building on Holes flashbacks Y5) choose appropriate vocabulary to maintain the voice of the protagonist (building on 'Thieves of Ostia' Y5) 	<p>The children will learn to:</p> <ul style="list-style-type: none"> select non-standard or contracted forms as appropriate for the purpose (building on 'Cogheart' Y6) confidently manipulate the active and passive voice to demonstrate bias (building on 'Kick' Y6) identify and write conjunctive adverbs after semi-colons or full-stops and followed by a comma 	<p>Formal debate on the moral dilemma of animal organ transplantation.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> understand and enact the structure of a formal debate (building on The Girl Who Stole and Elephant Y5) confidently present a case including a counter argument (building on whole class discussions in Y5) respond to wider questions from the audience (building on hot seating activity in Skellig Y5) listen attentively to speakers on the other side of the debate (building on debating in 'The girl who stole an elephant' Y6) provide opening and closing comments for the audience (building on 'The Boy at the Back of the Class' Y6) 	<p>Consolidation of Year 5/6 Spelling Objectives:</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer, e.g., referring, referred, referral Use a hyphen, e.g., co-ordinate, re-enter Words with the 'ee' sound spelt ei after c, e.g., deceive, ceiling. Explore exceptions 	<p>Handwriting for different purposes:</p> <ul style="list-style-type: none"> fast -joined and print letters note making neat writing print letters for personal details Different styles of writing presentation layout
	<p>Sonnet 18</p> <p>Sonnet 18 by William Shakespeare praises the beauty of the beloved, comparing it to a summer's day. While summer is fleeting and subject to extremes, the beloved's eternal beauty will live on through the timeless lines of the poem.</p>	<p>The themes are love and the brief nature of youth (building on Shakespearean language from the The Tempest Y5)</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> identify the features of the sonnet form (building on analysis of rhyming couplets in 'Life doesn't frighten me at all' Y4) understand how the poet expresses deep feelings and emotions through the metaphors of nature (building on 'Trees') analyse the use of symbolism (building on 'The Girl Who Stole an Elephant' Y6) 	<p>Write adopting the sonnet style following the specific structural features.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> structure writing in the form of a sonnet adopt the rhyme scheme of a sonnet (building on poetry in Y5 and rhyme in There's a Ran-Tang picture book) use metaphorical language to express strong feelings or emotions (building on Blessing in Y5) 	<p>The children will learn to:</p> <ul style="list-style-type: none"> judiciously choose the most appropriate piece of punctuation to maintain the rhythm and rhyme of the poem (building punctuation skills acquired over KS2) 	<p>Perform the sonnet</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> confidently recite archaic Shakespearean language (building on 'The Tempest' Y5) read aloud the stressed and unstressed syllables of the iambic pentameter (building on 'The Tempest' Y5) emphasise the flourish of the final rhyming couplet (building on 'Life doesn't frighten me at all' Y4) 		Continued consolidation and practice.
Summer 2	<p>A Series of Unfortunate Events</p> <p>The novel follows the turbulent lives of orphaned siblings Violet, Klaus, and Sunny Baudelaire. After their parents' death in a fire, the children are placed in the custody of a murderous villain, Count Olaf. Count Olaf attempts to steal their inheritance and causes numerous disasters (with the help of his accomplices) as the children desperately try to escape his clutches.</p>	<p>The themes are resilience, perseverance and family bonds</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> understand the interruption of the authorial narrative voice (building on narrative structure across KS2) understand how characters can be an analogy in their own right (building on 'The Boy at the Back of the Class') analyse how the writer has constructed direct contrasts between the two settings (building on setting analysis across KS2) identify and analyse how multiple characters perceive the same event in different ways (building on 'Cogheart') 	<p>Write a descriptive piece in the style of Lemony Snicket utilising an interrupted narration.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> become self-conscious narrators who utilise the technique of metafiction (building on narrative structure throughout KS2) develop authentic characters who maintain their characteristics so that the reader understands how they perceive an event in different ways (building on 'The Tempest' Y5) 	<p>The children will learn to:</p> <ul style="list-style-type: none"> effectively utilise grammar for direct address (building Escape from Pompeii Y5) manipulate choices to emphasise perspective in writing (building on Treasure Island Y5) 	<p>Deliver a monologue in role as one of the characters.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> maintain first-person perspective (building on diary entry from 'The Thieves of Ostia' Y5) choose appropriate idioms and expressions to reinforce characterisation use humour effectively to engage audiences (building on Jabberwocky and On the Ning Nang Nong poetry Y5 and Y3) consistently and confidently maintain a fictional persona (building on monologue in 'Henry's Freedom Box' Y5) use eye contact, pauses and gestures in role appropriately (building on 'Skellig' Y5) 	<p>Consolidation of Year 5/6 Spelling Objectives:</p> <ul style="list-style-type: none"> Words containing the letter-string ough, e.g., ought, nought, through, though, plough Words with 'silent' letters, e.g., doubt, island, lamb, solemn, thistle, knight Explore homophones and other words that are often confused 	Continued consolidation and practice.