

**Year 6 Term 4 – Writers I Admire**

	<b>Activities</b>	<b>National Curriculum objectives/skills</b>
<b>Main subjects</b>	Literacy	During this topic, children will be exposed to a variety of writing stimuli, including a visit and workshop from a professional author. They will read and explore stories and use these as a basis to write a critical review comparing two stories. Children will be given the opportunity to discuss the themes within stories critically and be encouraged to present their points of view in a clear and sophisticated manner.
<b>Hook for Learning</b>	Visiting Author - Luke Temple	Story writing workshop with the author of Stormy Cliffs and The Secret Theatre.
<b>Authentic outcome</b>	Critical Reviews typed up using ICT	Plan, draft and re-draft writing for publication Reading & discuss a broad range of genres & texts Use dictionary to confirm spelling Command of Standard English Assess effectiveness of own and others' writing Plan writing based on familiar forms Use appropriate register
<b>Key texts/class reader</b>	Luke Temple	Read & discuss a broad range of genres & texts Identify & discuss themes Discuss authors' use of language Check own understanding of reading Draw inferences & make predictions
<b>Writing purpose</b>	To write a critical review displaying arguments for and against a topic.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan writing based on familiar forms Secure spelling, inc. homophones, prefixes, silent letters, etc. Use a thesaurus Legible, fluent handwriting Plan writing to suit audience & purpose Use organisational & presentational features Use consistent appropriate tense Proof-reading Use expanded noun phrases Use modal & passive verbs Use relative clauses Use commas for clauses Use brackets, dashes & commas for parenthesis
<b>Art</b>	Portraits	Improve mastery of techniques such as drawing, painting and sculpture with varied materials
<b>Music</b>	Rhythm through poetry	Listen to detail and recall aurally Use & understand basics of staff notation Use voice & instruments with increasing accuracy, control and expression Improvise & compose music
<b>PE and games</b>	Gymnastics Tennis	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best Play competitive games, applying basic principles Swimming proficiency at 25m (KS1 or KS2)
<b>RE</b>	Right and Wrong What can we learn from religions about deciding what is right and wrong?	Children will be taught to: <ul style="list-style-type: none"> <li>- identify personal, family, school values/codes for living which influence their own behaviour</li> <li>- describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system</li> <li>- reflect on how having a code for living might help believers with difficult decisions</li> <li>- ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life</li> <li>- apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty</li> <li>- reflect on and explain the consequences of what they say and do for other people and respond sensitively to different needs and wants</li> </ul>
<b>Jigsaw PSHE</b>	Healthy me	I know the impact of food on the body I know about different types of drugs and their uses and their effects on the body I can evaluate when alcohol is being used responsibly, anti-socially or being misused I know and can put into practice basic emergency aid procedures I understand what it means to be emotionally well I can recognise when I feel stressed and the triggers that cause this
<b>MFL</b>	French	Listen & engage Engage in conversations, expressing opinions Speak in simple language & be understood Develop appropriate pronunciation
<b>Computing</b>		