

Year 6				
Term	Topic	Outcome	Grammar Objectives to be taught	
			Word Level	Sentence Level
Advent 1	Hola Mexico!	Recount (Diary) (1 Cluster)	<p>Know and use the following subordinating conjunctions</p> <p>as if as long as as much as</p> <p>if only in case provided that</p> <p>since</p>	
		Narrative (Diary) (2 cluster)	<p>Know and use the following subordinating conjunctions</p> <p>as if as long as as much as</p> <p>if only in case provided that</p> <p>since</p>	<p>Use a hyphen to avoid ambiguity</p> <p>Begin a sentence with 3 adverbial clauses</p> <p>????????</p> <p>Although his skin <u>prickled</u> with fear, although ice <u>filled</u> his veins, although his heart <u>hammered</u> against his ribcage, the boy <u>opened</u> the cellar door.</p> <p>Use the subjunctive mood with the subordinating conjunctions <i>if</i> and <i>as if</i></p> <p>?????</p> <p>If he <u>were</u> brave for just a little longer, the boy <u>could defeat</u> this evil.</p> <p>?????</p> <p>The boy <u>stepped</u> into the darkness as if he <u>were</u> a fearless adventurer</p>

Advent 2	Fallen Fields (WW1)	Character Description (Private Peaceful) (1 cluster)		<p>Use semi-colons in a complex list</p> <p>Distinguish between essential (not separated by commas) and non-essential (separated by commas) relative clauses</p> <p>?????</p> <p>The rats that <u>scrabbled</u> about on the table <u>gnawed</u> at rotting food.</p> <p>The rats, which <u>scrabbled</u> about on the table, <u>gnawed</u> at rotting food.</p> <p>?????</p> <p>The boy <u>pushed</u> open the rusty door that <u>led</u> to the cellar. The boy <u>pushed</u> open the rusty door, which <u>led</u> to the cellar.</p>
		Biography (Local Hero) (1 cluster)		<p>Co-ordinate 4 predicates in a double seesaw pattern?</p> <p>????? ? ? ? ? ?</p> <p>Strange voices <u>whispered</u> from the walls and <u>echoed</u> through the house, <u>writhed</u> inside the boy's head and <u>filled</u> him with dread and despair.</p>
		Persuasion (Charitable Donations) (1 cluster)	<p>Know and use a range of indefinite pronouns</p> <p>another both enough less more nobody nothing plenty others several someone</p>	
		Poetry (Poppy Fields) (1 cluster)		

<p>Lent 1</p>	<p>Frozen Kingdom</p>	<p>Adventure (Escape Titanic) (3 clusters)</p>	<p>Use adjectives that describe origin local distant French Saxon</p> <p>Use adjective phrases a dimly lit room the beautifully painted vase this jade-winged dragon our six-page leaflet</p>	<p>Use an -ed non-finite clause, separating with commas [?][?][?] Smothered by a thick layer of dust, furniture <u>was scattered</u> about the room. [?][?][?] Furniture <u>was scattered</u> about the room, <u>smothered</u> by a thick layer of dust. [?][?][?] Furniture, <u>smothered</u> in dust, <u>was scattered</u> about the room.</p> <p>Combine an appositive with a non-finite clause [?][?][?][?] The moon, a ghostly galleon <u>sailing</u> upon tattered clouds, <u>cast</u> a sickly light upon the world below. [?][?][?][?] The earth <u>was soaked</u> by incessant rain, a raging torrent <u>filled</u> with hate and fury.</p> <p>Use a hyphen to avoid ambiguity A child-eating monster lurked in the cellar.</p> <p>Combine an appositive with a relative clause [?][?][?][?] Spiders, huge hairy-legged beasts <u>that sat</u> in the centre of vast webs, <u>lurked</u> in the darkness. [?][?][?][?] The stairway <u>led</u> to a basement, a shadowy room <u>whose</u> stone walls <u>were carved</u> with arcane symbols</p>
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Lent 2	Frozen Kingdom	Journalistic (Newspaper Report: Shackleton then and now) (2 clusters)	<p>Understand an object of a clause as a noun or noun phrase that is the recipient of the action and typically follows the verb</p> <p>Jim chased a wasp around the house. When he swung his net, he tripped over.</p> <p>Distinguish between the active voice (in which the subject is the agent of the action) and the passive voice (in which the subject is the recipient of the action)</p> <p>active - Jim chased a bee around the room. passive - The bee was chased around the room.</p> <p>Form passive verbs, using the form: to be + past participle (usually an -ed verb) was watched were carried are broken is caught</p>	<p>Coordinate 3 relative clauses</p> <p>☐☐☐☐☐☐☐☐ The evil, which lurked in the cellar, which filled the house with terror and which burrowed into the boy's skull, grew stronger with every step</p> <p>Omit a relative pronoun (who, that or which) at the start of an essential relative clause</p> <p>☐☐☐☐☐ The door that the boy pushed open creaked upon rusty hinges. ☐☐☐☐☐ An icy draught howled through the door which the boy had pushed open.</p> <p>Use indirect (reported) speech</p> <p>☐☐☐☐☐ The boy said that he was terrified throughout his adventure.</p>
		1 cluster instructions (Planning an expedition – Kit, Nutrition, planning for conditions)		<p>Use semi-colons in a bulleted list</p> <p>Use a colon to illustrate or expand.</p>

Pentecost 1	A Child's War (WW2)	Historical Narrative (Escaping capture in war) (3 clusters)	<p>Use phrasal verbs (verb + preposition or adverb) in informal writing, but not formal, writing informal get up ask for go in formal rise request enter</p> <p>Know and use the following linking adverbs above all consequently in contrast instead nevertheless nonetheless otherwise subsequently</p>	<p>Use a linking adverb after a semi colon</p> <p>☐☐☐☐☐☐☐☐</p> <p>The boy knew he <u>should flee</u> this place; instead, he <u>inched</u> through the darkness.</p>
		Recount (WW2 fact book) (1 cluster)	<p>Use the subjunctive mood in formal writing If I were rich, I'd buy a gold-plated bicycle. Max ordered Jim around as if he were the king.</p>	<p>Use the subjunctive mood with the subordinating conjunctions <i>if</i> and <i>as if</i></p> <p>☐☐☐☐☐</p> <p>If he <u>were</u> brave for just a little longer, the boy <u>could defeat</u> this evil.</p> <p>☐☐☐☐☐</p> <p>+<u>stepped</u> into the darkness as if he <u>were</u> a fearless adventurer</p>
		Poetry (WW2 poetry) (1 cluster)	<p>Know and use a range of quantifying determiners all another both each enough every few less more no many other several some</p>	<p>Coordinate 3 -ing non-finite clauses</p> <p>☐☐☐☐☐☐☐☐</p> <p>The boy <u>crept</u> through the room, <u>sweeping</u> his torch around the room, <u>shining</u> it into dark corners and <u>chasing</u> away the shadows.</p> <p>☐☐☐☐☐☐☐☐</p> <p><u>Slithering</u> under doors, <u>snaking</u> over the floor, <u>pooling</u> in shadows, mist <u>filled</u> the house.</p> <p>Coordinate 4 non-finite clauses in a double see-saw pattern</p> <p>☐☐☐☐☐☐☐☐☐☐</p> <p>The boy <u>crept</u> through the house, <u>inching</u> along corridors and <u>climbing</u> stairs, <u>stepping</u> over furniture and <u>peering</u> into dark corners.</p>

Pentecost 2	Ancient Greeks	1 cluster myth (Reworking of an Ancient Greek myth)	Consolidation of previously taught objectives	Consolidation of previously taught objectives
		3 cluster non-chronological report (Camp Half-Blood website)	Consolidation of previously taught objectives	Consolidation of previously taught objectives