

Year 6 English planning
Summer Term 1
Beginning Monday 8th April 2024
PoR text: The Journey

Vocabulary

English: genre, travel, refugees, Syria, Afghanistan, Ukraine, wartorn, displaced

Topic:

Grammar: commas to avoid ambiguity, cohesive devices, dashes and hyphens

Spelling:

Text types

Picture book - Fiction

Lesson sequence

3 weeks on The Journey

4 days - Y6 SATS assessment

1 week on The Journey

Curriculum Links

PSHE: refugees, Think Positive

Writing outcomes

Letter: an emotive letter

PLUS: writing in role (parts of a story, diary, notes)

Assessment

- w/b 13th May Y6 SATS
- Weekly spelling tests

Lesson				
	Grammar/spelling focus	Main Teaching focus	Learning activities	Resources
Lesson 1 LO: to use an illustration to explore a theme	SPAG questions from test base	<p>Show children red glasses Who might they belong to? What might the owner have seen? How might they have been misplaced? How would this affect the owner?</p> <p>Children write reflections on post it notes</p>	<p>In groups, show illustration of page 1. Discuss: What do they notice? What do they like/dislike? What puzzles you? Does the illustration remind you of anything? What is the impact of the colour/shape choices?</p> <p>Write responses to the questions in books</p>	Red glasses Post it notes Illustrations
Lesson 2 LO: to use an illustration to explore a theme	SPAG questions from test base	<p>Give children 2nd part of the illustration. Where might scene be set? What is each character doing? Using body language/facial expression, what can you infer about each character?</p>	<p>Focus on the woman, use role on the wall to create a character sketch of her</p>	Illustrations Role on wall outlines
Lesson 3 LO: to use an illustration to explore a theme	SPAG questions from test base	<p>Read first page of the book. Discuss opening line and what their opening line would be eg I live with my family in a village close to Norwich. What could the change have been?</p>	<p>Children reflect on a happy summer memory and consider $\frac{3}{4}$ colours that would represent the mood. Draw their image onto A5 card using their chosen colours. On reverse, write a caption to accompany the memory.</p> <p>Colour copy each picture before</p>	Coloured pencils A5 card

			<i>next lesson</i>	
<p>Lesson 4 LO: to create a group poem based on an illustration</p>	<p>SPAG questions from test base</p>	<p>Give children colour copy of their picture. They cut it up and stick onto black paper. Discuss how it feels to have their memory fragmented and altered. Share next page of the book. Discuss how colour black is used. Discuss use of word chaos and what that would mean. Read next page. Bring back red glasses. Who did they belong to?</p>	<p>What was seen through the glasses? In groups, create a poem . Each person writes a line of what might have been seen through the glasses, on a strip of paper. As a group, organise the lines into a group poem. Photo stuck in books.</p>	<p>Colour copies of children's pictures Red glasses Strips of A3 paper</p>
<p>Lesson 5 LO: to infer a character's thoughts and feelings</p>	<p>SPAG questions from test base</p>	<p>Read up to the point in the book where the family are departing. Discuss the character's emotions and how the family's life is changing. Show the illustration of the family departing with text omitted.</p>	<p>Children write thought bubbles for the characters, sharing their ideas about what each character may be feeling/thinking.</p>	<p>Copies of text with writing omitted</p>
<p>Lesson 6 LO: to infer a character's thoughts and feelings</p>	<p>SPAG questions from test base</p>	<p>Refer back to image of the family leaving. What would they take with them if they had to leave? List what they would take. Highlight that the journey will be long and difficult, review</p>	<p>Write a short description of each item you would take and explain why. Encourage the children to punctuate their lists with colons and semi-colons.</p>	

		<p>the list and remove any items now they know this. Show children a small bag/case. You can only fit 3 items in the bag. Re-evaluate the list.</p>		
<p>Lesson 7/8 LO: to infer a character's thoughts and feelings</p>	<p>SPAG questions from test base</p>	<p>Show children illustrations of the journey, with text omitted, and in wrong order. Ask groups to order the illustrations and work on orally retelling the story of the journey from the perspective of one of the characters.</p>	<p>Create some thought bubbles for the character they focused on.</p> <p>Write the story of the journey so far.</p>	
<p>Lesson 9 LO: To use freeze framing to understand a character's emotion</p>	<p>SPAG questions from test base</p>	<p>Share the forest scene at the border and read the accompanying text. Encourage the children to respond to the illustration, what words and phrases does the illustration initially evoke? Consider the use of colour, proportion, shapes and lines and the affect this has. Ask them to consider how it would feel to be stood at the periphery of the dark forest. Give children a matrix to complete: what would you hear/see/feel/be thinking? Ask them to discuss their matrix in groups from perspective of different characters.</p>	<p>Each group creates a freeze frame for the following moments: (1 per group)</p> <ul style="list-style-type: none"> ● At the periphery of the forest ● In the heart of the forest ● Moving through the forest ● At the foot of the wall <p>Take photos of freeze frames</p>	
<p>Lesson 10 LO: To write in role as a fictional character</p>	<p>https://www.twinkl.co.uk/resource/t2-e-747-using-the-present-form-of-verbs-in-contrast-to-</p>	<p>Use page from the book where mother's friend is telling her about leaving: identify tenses and why both past and present</p>	<p>Look at photos from yesterday. Ask children to write in role as one of the characters., describing their thoughts, emotions and reactions to what is</p>	

	past-tense-powerpoint	are used. Read The Ride of Our Lives. Can the children identify the tenses and explain the reason that they changed – flashback.	happening to them. Encourage them to use a flashback that will demonstrate a control of tenses.	
For PSHE Lessons To explore the dilemma of refugees	<p><i>Provide the children with a selection of statements drawn from the British Red Cross resource. http://www.star-network.org.uk/index.php/refugees/facts_figures</i></p> <p><i>This document can be further supported by the Red Cross Key Fact publication http://www.redcross.org.uk/~//media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Refugee%20week%202016/Key%20Facts.pdf</i></p> <p><i>without revealing the source or title of the document. Ask them to consider whether they think the statements are true or false. Explore what they think informs their views or leanings? Discuss the role and responsibility of the media and determine from your discussion what the purpose of the media should be. Once you have reached a common agreement, note the key principles of this agreement down.</i></p>		<p><i>Allow the children the time in groups to research facts on refugees drawing from the sources summarised at the beginning of this teaching sequence. In their groups invite them to present their research in the form that they deem most fitting. This might be</i></p> <ul style="list-style-type: none"> - an infomercial using stop-frame or clay-animation - a PowerPoint - a documentary - a booklet - a leaflet - an article that forms the basis of a special edition class newspaper or magazine 	
Lesson 12 LO: To retell a section of a story	<p>Share the text and the two illustrations of the mother and her children in the forest. Take the time to consider how the two compare and contrast and what the text suggests about the parent/child dynamic and their different perceptions. Revisit the role on the wall notes from previous sessions and note how the mother is feeling and what she might be thinking these two moments.</p> <p>Read on from, ‘Shouting wakes us up.’ to ‘It is dark and nobody sees us.’ Take the time to pause to reflect on the illustrations on each page and speculate what might happen next and what decisions the class would make if</p>		<p>Rewrite their own version of this part of the story.</p> <p>Focus should be on the emotions/reactions of the characters and any dialogue that might happen.</p>	

	<p>they were in the same position. Consider the emphasis on eyes and hands in the first illustration and what this might suggest. Consider how the use of darkness is contrasted at this point versus how we might have perceived darkness at the beginning of the story. Discuss the concept of instinct and the ways in which at times our initial impressions can be misleading particularly when we often may not have the full picture.</p>		
<p>Lesson 13 LO: to predict a story ending</p>	<p>Read to the end of the story. Was the ending what they expected? What surprised them? Discuss what might happen next to the family.</p>	<p>In role as one of the characters, ask the children to write what they think would be the next part of the story. This can be in the form of a letter to the friend that helped the mother at the beginning of the journey.</p>	