|  |  |  |
| --- | --- | --- |
| M:\Year 6 Planning\Parent Meeting\Logo.pngM:\Year 6 Planning\Parent Meeting\Logo.png**College Town Primary School - Year 3**  **English Overview** | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** |
| Narrative  **Text: Fox by Margret Wild**  Outcome: Write a version of the story in the aftermath of a flood (2 weeks)  Opportunities for writing: watch videos of a forest fire, conscious alley: can enemies be friends? Fact file on fox, magpie or dog, write in role, diary entry, character profile, argument – should the dog have stopped magpie from going with fox, 5 line poem based on a page from the book  Poetry  **Text: The Sound Collector by Roger McGough and Diamond Poem by John Foster**  Outcome: Free verse poem and a shape poem on the theme of Autumn (2 weeks)  Opportunities for writing: Visit Forest Schools, research Autumn around the world, fact file, write to the Woodland Foundation about tree conservation  Information Text  **Text: The Ice Palace by Robert Swindells**  Outcome: Non-chronological report about surviving in the wilderness (3 weeks)  Opportunities for writing: Thought bubbles, write in role as Starjik, list poem on snow and ice, instructions on how to survive in snow, a letter from Ivan to his parents, interviewing characters, write a weather report  <https://clpe.org.uk/poetryline/poems/written-response-ice-palace-robert-swindells> | Information text  **Text: A Visitor's Guide to Ancient Greece by Lesley Sims**  Outcome: Write a visitor’s guide about Ancient Greece (2 weeks)  Opportunities for writing: Research life in Ancient Greeks, biography of a famous Greek, diary entry, Greek menu, letter  Narrative  **Text: Greek Myths by Marcia Williams**  Outcome: Historical story – Greek myth (3 weeks)  Opportunities for writing: interview a character, hot seating, diary entry, character profile, debate on whether Pandora should open the box, persuasive poster, conscious alley, poem  <https://www.literacyshed.com/the-myths-and-legends-shed.html>  ***Link reading (poem): The Minotaur by Rachael M. Nicholas***  Poetry  **Text: The Box by Sue Hardy-Dawson and The Store Full of Magical Things by Rutendo Tavengerwei**  Outcome: A list poem about a magical object (2 weeks)  Opportunities for writing: description of everyday objects with magical powers, story including a magical object, diary entry about discovering magical box | Information text  **Text: Stone Age Boy by Satoshi Kitamura**  Outcome: Fact file about a day in the life of a Stone Age boy (2 weeks)  Opportunities for writing: Write a set of instructions on how to make a fire/catch a mammoth, day in the life of a stone age boy, fact file on an animal, interview a character, comic strip, speech or thought bubbles between the boy and Om, BBC videos, write an adventure story  Read ‘How to wash a woolly mammoth’ and ‘UG’  Instructions  **Text: Jumanji by Chris Van Allsburg**  Outcome: Write instructions for their own board game (2 weeks)  Opportunities for writing: manual, interview people in class on what makes a good board game, evaluate instructions, design board game, advertising poster, persuasive advert, letter to invite people to play  Narrative  **Text: Leon and the Place Between by Angela Mcallister**  Outcome: Setting description of a magical place (2 weeks)  Opportunities for writing: writing in role, hot seating characters, letter to a character, invitation to the Place Between, description of a magical place, instructions on how to get somewhere magical, postcard from the Place Between |
| **Spring 2** | **Summer 1** | **Summer 2** |
| Information text  **Text: What A Waste: Rubbish, Recycling, and Protecting our Planet by Jess French**  Outcome: Write an informative leaflet about climate change (3 weeks)  Opportunities for writing: recycling project, meet with Caroline Pragnell, weather reports, informative posters, news reports  Poetry  **Text: There are Things that Lurk in the Library by Joseph Coelho**  Outcome: Write their own free verse poem about things that lurk in the forest (2 weeks)  Opportunities for writing: visit Forest Schools, use senses to gather vocabulary, visit the library,  Compare this poem with others by Joseph Coelho: I am a writer | Narrative  **Text: Egyptian Cinderella by** [**Shirley Climo**](https://www.amazon.co.uk/Shirley-Climo/e/B001HCY5CE/ref=dp_byline_cont_book_1)  and[**https://www.literacyshed.com/the-egyptian-pyramids.html**](https://www.literacyshed.com/the-egyptian-pyramids.html)(Tadeo Jones)  Outcome: Write their own story set in Ancient Egypt (3 weeks)  Opportunities for writing: building suspense, diary entry, researching the pyramids, setting description  Persuasive Text  **Text: The Legend of Tutankhamun by Sally Jane Morgan**  Outcome: Should you go into Tutankhamen’s tomb? Arguments for and against (2 weeks)  Opportunities for writing: interview Howard Carter, researching Tutankhamun, conscience alley, character profile or Tutankhamun, describe the objects found in the tomb, discuss: what are your most precious objects? Egyptian poem  ***Link reading: Melvin the Mummy by Kenn Nesbitt*** | Narrative  **Text: Five Children and It by E. Nesbit**  Outcome: Write a story with a consequence (2 weeks)  Opportunities for writing: description of life/a house in 1902, write about their 3 wishes, diary from characters’ perspectives  Information text  **Text: Snow Leopard: Grey Ghost of the Mountain by Justin Anderson**  Outcome: Non-chronological report on snow leopards (2 weeks)  Opportunities for writing: Watch alongside David Attenborough clips, interview with a zoologist, persuasive poster about the conservation of snow leopards, description of a snow leopard  Biography  **Text: The Watcher by Jeanette Winter**  Outcome: Write a biography on Jane Goodall (2 weeks)  Opportunities for writing: hot seating, interview in role, diary entry |