

English Medium Term Planning Flowchart

Y6: Shackleton's Journey

Quality Text(s)	"Shackleton's Journey" by William Grill
Cross curricular links	PSHE, Art, History, Science
Pre-assessment writing task	What do we know about explorers? SpaG test for punctuation focus.
Audience and Purpose for Writing	Write a newspaper report about the departure of Shackleton from Plymouth. Sharing facts and information with Y4 class at the end of the unit of work. Completing own exhibition of information about Shackleton and sharing his life through writing and artwork.
Launch activity	On each table, have packs of information regarding the people who took part in the expedition and map of Antarctica. Ice on each of the table in a tray with blue dye.
Reading – comprehension and vocabulary focus	Share text as a class. "Read books that are structured in different ways. Ask questions to improve understanding. Identify how the language, structure and presentation contribute to meaning." Use parts of book as guided reading sessions. Explore new and interesting vocabulary and every child to have copy of the glossary - explore vocabulary linked to sailing etc. Keep a timeline and recap half way through topic. What further questions would you like to ask Ernest Shackleton, his crew or family? Use Hot Seat drama to answer as a class. Add key vocabulary to display. 'Use relevant strategies to build their vocabulary.' 'Participate in discussions, presentations, performances, role play, improvisations and debates.'
Key text type features	Read through a range of chosen sections. What are the features of an information text? Newspaper report? Biography? Discuss as a group. Create class toolkit on expectations from information text: -brackets, dashes, commas for parenthesis -technical language -pictures/diagrams to support information -key spellings -using paragraphs 'Linking ideas across paragraphs using a wider range of cohesive devices.'
Focus language from text	Use a glossary to support understanding of a range of unfamiliar vocabulary. Reporting language and phrases for newspapers. Pick out use of punctuation and how this affects sentence structure.
Focus grammar and punctuation objectives	'Use of the colon to introduce a list and use of semi-colons within lists.' 'Use of the semi-colon, colon and dash to mark the boundary between independent clauses.' 'Brackets, dashes or commas to indicate parenthesis.' 'Use of commas to clarify meaning or avoid ambiguity.'
Activities to develop these objectives	Role-play, hot seating, exploring a range of the information in the book and how this is presented. Spellings and a range of vocabulary from glossary to add into our own work. SpaG lessons and focus to be linked specifically to theme of Shackleton's Journey to encourage application within independent writing.
Writing task(s)	Writing tasks to complete throughout topic: -Diary writing from perspective of someone on the ship. -Descriptive writing called 'Isolation' -Letter of application to Ernest Shackleton -Newspaper report informing readers of Shackleton setting sail from Plymouth -Biography writing for David Attenborough – Cross-curricular links to Science and habitats.

Editing Focus	Using writing work developed as a class. Edit work using ppt. Grammar and sentences structure focus when editing paragraphs at a time. <i>'Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.'</i> <i>'Assessing the effectiveness of their own and others' writing.'</i>
Home Learning possibilities	Research Captain Scott's Expedition and the background of Captain Scott. How has this influenced Ernest's journey and mind-set?