

English Yearly Overview Scope and Sequence

Stage 3 | Year 6 | 2024

	Term 1	Term 2	Term 3	Term 4
Duration	Unit 1: Week 1-6 Unit 2: Week 7-11	Week 1-9	Week 1-10	Week 1-8
Unit Title	Unit 1: Geography link Unit 2: The Art of Cinematic Storytelling	Change Makers	Freedom	Powerful Voices
Textual Forms	Unit 1: Informative – website or infographic Unit 2: Imaginative - Narrative	Informative/Persuasive	Informative - Bibliography	Persuasive
Textual Concept	Context and Perspective, authority	Argument and authority	Characterization, imagery, symbol and connotation, narrative	Argument and authority
Related KLAS	Geography	Science and Technology - Expo	History	Science and Technology
Overview	<p>Unit 2 Big Idea: How do authors communicate a narrative through visual images both moving and still?</p> <p>In this unit, students will explore a range of picture books that have multiple layers of meaning with a focus on the textual concept of perspective. They will explore the works of on the work of authors including Anthony Browne, Jeannie Baker, Chris van Allsburg, John Marsden and Shaun Tan- identifying their own unique styles and how this can be seen both within and across texts. Students will also examine and interpret a range of silent short, animated films.</p> <p>Through these studies, they explore how words and images work together, or provide an alternative perspective. Students will write several short narratives eventually to work collaboratively in composing a text which will be created into a short silent film.</p> <p>Students will explain and justify their authorial decisions to achieve their own unique style.</p>	<p>Big Idea: How might we empower change through effective communication?</p> <p>In this unit, students will delve into a variety of texts with the dual purpose of informing their audience about the challenges of sustainability in agriculture and persuading them to contribute to agricultural sustainability efforts. These texts will encompass short animations, infographics, posters, websites, non-fiction print materials, as well as picture books.</p> <p>Students will explore how diverse media elements, including words, images, sound, and narration, collaborate to influence the reader or viewer. They will also analyse the text structures, language forms, and features present in both explanatory and persuasive texts, examining how a composer's choices are shaped by their intended purpose and audience.</p> <p>Armed with a deeper comprehension of the issues surrounding agricultural sustainability, students will craft both an informative explanation and a persuasive text, utilising digital technologies to create an interactive poster board.</p>	<p>Big Idea: How might we illuminate lives through the art of biographical storytelling?</p> <p>In this unit, students will explore the concept of 'theme', with a particular focus on the literary theme of freedom. Through a range of narratives about refugee and migrant experiences, they will identify and describe the messages of freedom that are common to the lived experiences of the characters, both real and imaginary, in these texts.</p> <p>Students will investigate how authors draw upon real-life experiences of their own, or that of others, as well as using written language in carefully crafted ways, to create narratives that evoke empathy in their readers.</p> <p>They will also identify specific elements of grammar, such as the use of tense or of sensory description, to create tension and suspense as well as powerful visual images in the minds of their audience.</p> <p>Based around the theme of freedom, students will write a podcast cast script and record this, telling a story in the form of a biography.</p>	<p>Big Idea: How might we create strong messages to persuade?</p> <p>In this unit, students will examine a range of speeches, each of which has been written and delivered for the purpose of persuading their audience. They will identify particular text structures and language forms and features used, such as the use of technical language, emotive language, repetition of words and ideas, rhetorical devices and high modality language to persuade their listeners. They will also examine the speakers' use of voice, intonation and gesture to enhance their messages and to influence their listeners. Students will then identify an issue about which they personally feel strongly and will write and orally present their speech to their audience.</p>

Outcomes

EN3-OLC-01, EN3-VOCAB-01, EN3-REFLU-01, EN3-RECOM-01, EN3-CWT-01, EN3-CWT-02, EN3-CWT-03, EN3-SPELL-01, EN3-HANDW-01, EN3-HANDW-02, EN3-UARL-01

Please note scope and sequences may be adjusted for student learning and events.

