



English Medium Term Plan

Year A	Year 6	Term:	Summer 2	Unit:	Myths
Prior Knowledge	<p>Reading Comprehension (National Curriculum: Reading – Comprehension):</p> <p>Pupils should already be able to:</p> <p>Understand the purpose of different text types, including traditional tales and legends.</p> <p>Summarise main ideas from more than one paragraph.</p> <p>Discuss characters, settings, and plot, identifying how authors use language to impact the reader.</p> <p>Retrieve, record, and present information from non-fiction texts (supporting mythological background research).</p> <p>Vocabulary Acquisition and Use (Reading – Comprehension):</p> <p>Pupils should have experience:</p> <p>Using a dictionary to check the meaning of words.</p> <p>Exploring how authors use vocabulary for effect and nuance.</p> <p>Beginning to use context clues to infer meanings of unfamiliar words.</p> <p>Writing Composition (National Curriculum: Writing – Composition):</p> <p>Pupils should be able to:</p> <p>Plan and write narratives, including setting, characters, and dialogue.</p> <p>Organise paragraphs around a theme.</p> <p>Describe settings and characters with detail and precision.</p> <p>Edit and revise their writing to improve coherence and impact.</p> <p>Spoken Language (National Curriculum: Spoken Language):</p> <p>Pupils should have:</p> <p>engaged in role-play and performance to explore and present ideas.</p> <p>Used discussion to explore themes and ideas in texts.</p> <p>Practised giving feedback and participating in structured conversations.</p> <p>Understanding of Narrative Structure (Cross-linked with Reading and Writing):</p> <p>Pupils are expected to:</p> <p>Be familiar with common storytelling structures (e.g., beginning, build-up, problem, resolution, ending).</p> <p>Recognise key features of traditional tales and legends.</p>	Term:	Summer 2	Cross-curricular	<p>History:</p> <p>Explore ancient civilizations (Greek, Roman, Norse) and how myths reflect their beliefs.</p> <p>Geography:</p> <p>Locate myth origins on maps; discuss how environment shaped stories.</p> <p>Art & Design:</p> <p>Create myth-inspired drawings, masks, or symbolic artefacts.</p> <p>Design & Technology:</p> <p>Build settings or props for myths (e.g., temples, labyrinths).</p> <p>Music:</p> <p>Compose music to accompany myth performances.</p> <p>Drama & Spoken Language:</p> <p>Act out myths; use role-play and hot-seating to explore characters.</p> <p>Religious Education:</p> <p>Compare myths with religious stories and explore moral lessons.</p> <p>Computing:</p> <p>Use digital tools to animate or present myth stories.</p>
				Key Vocab	<p>Heroic, Courage, Destiny, Conflict, Challenge, Betrayal, Journey, Transformation, Revenge, Wisdom, Power, Justice, Fate, Prophecy</p>
				Essential vocab	<p>Legend, Oracle, Labyrinth, Minotaur, Olympus, Underworld, Hydra, Satyr, Centaur, Titan, God/Goddess, Mortal, Allegory, Symbolism</p>



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Key Learning			
<p><i>Understanding Historical Context: Students will learn how the historical backdrop of World War II influences character motivations and themes in the story.</i></p> <p><i>Literary Analysis: Pupils will analyse characters, themes, and literary devices (such as allegory and symbolism) to deepen their understanding of the text and its meanings.</i></p> <p><i>Vocabulary Development: Students will expand their vocabulary by exploring key terms related to the text, enhancing their comprehension and ability to discuss the book critically.</i></p> <p><i>Writing Skills: Pupils will develop narrative writing skills by planning, drafting, and revising their own texts, focusing on structure, descriptive language, and character analysis.</i></p> <p><i>Critical Thinking: Students will engage in discussions and activities that promote critical thinking, enabling them to interpret and evaluate the text and its elements.</i></p> <p><i>Collaboration and Feedback: Pupils will learn the importance of collaboration in writing and the value of constructive feedback in improving their work.</i></p>			
Teacher Knowledge	<p>Understanding the Text</p> <ul style="list-style-type: none"> • Key plots: heroes' quests, gods, monsters, challenges. • Motivations: heroism, justice, pride, revenge. • Themes: fate, transformation, good vs. evil, morals. <p>Historical & Cultural Context</p> <ul style="list-style-type: none"> • Myths reflect ancient cultures' beliefs and values. • Explain nature, teach lessons, preserve traditions. • Compare myths with other stories and religions. <p>Literary Concepts</p> <ul style="list-style-type: none"> • Devices: allegory, symbolism, personification. • Fantasy features: magic, mythical creatures, supernatural events. <p>Teaching Strategies</p> <ul style="list-style-type: none"> • Discuss character choices and shared myth elements. • Teach key vocabulary (e.g., quest, prophecy, mortal). • Guide students to write their own myths with clear structure. <p>Collaboration and Feedback</p> <ul style="list-style-type: none"> • Practice peer review with constructive feedback. • Present myths through storytelling or drama. <p>Adaptive Teaching Strategies</p> <ul style="list-style-type: none"> • Use visuals, story maps, and scaffolds. • Engage with role-play and creative projects. 	FRUITS	<p>Faith: Explores belief and trust in gods or fate, encouraging reflection on personal beliefs and confidence.</p> <p>Relationships: Shows friendships, alliances, and betrayals between heroes, gods, and mortals, teaching loyalty and consequences.</p> <p>Uniqueness: Celebrates each hero's special strengths and roles, promoting acceptance of different talents and perspectives.</p> <p>Intellect: Encourages critical thinking by analysing myth characters, themes, and symbols, fostering curiosity and learning.</p> <p>Treat Others with Respect: Highlights kindness and empathy through stories about gods and mortals, guiding respectful behaviour.</p> <p>Salvation: Engages with themes of forgiveness and redemption, showing that characters can change and grow.</p>

Monday	Tuesday	Wednesday	Thursday	Friday
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Week 1	Hook Identify the features of a myth.	- Introduce Greek myths and activate prior knowledge	- Identify key plot points in Theseus and the Minotaur	- Explore Odysseus and the Cyclops: setting and conflict	- Understand Medusa: events and symbolism
	Weekly Grammar Focus: Sentence structure	Main clauses	Relative clauses	Subordinate clauses	Phrases including noun and prepositional
Week 2	Summarise Theseus and the Minotaur in own words	- Analyse Odysseus' character traits with text evidence	Examine Medusa's character and mood	Identify and use speech punctuation	Analyse speech to reveal character; explore synonyms
	Weekly Grammar and punctuation Focus: speech punctuation and synonyms				
Week 3	Analyse myth structure and literary devices	Plan own myth narrative: characters, setting, plot	Develop descriptive language and ideas for writing	Write introduction and build-up with teacher support	Write climax and resolution collaboratively
	▪ 3 days Grammar Focus: Create and punctuate complex sentences using <i>-ing</i> openers			Editing Focus Use a dictionary to check spelling	Editing Focus Enhance given sentences using additional clauses or phrases
Week 4	Revise drafts for sentence variety and clarity	Use peer feedback to improve description and dialogue	- Finalise story structure and language	Write myth narrative independently	Edit and proofread for grammar, punctuation, clarity
	Editing Focus	Editing Focus	Editing Focus		



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Week 1: Introduction to Greek Myths and Sentence Structures

Key Concept	Learning Objective	Key Components	Main Input	Activity	Adaptive Strategies
Greek Myths Introduction	Introduce Greek myths and activate prior knowledge	1. What are myths?	<p>Linked NC Objectives:– Reading: Identify and discuss themes in a range of texts.– Speaking: Articulate and justify answers and opinions. Start with a multimedia hook: short video montage of Greek myth scenes (e.g. gods, monsters, temples). Teacher narrates an example myth briefly (e.g. Pandora’s Box) and pauses for discussion. Define "myth" on board: its features (set in the past, includes supernatural beings, has a moral/message). Compare myths to other traditional tales pupils have read (e.g. Norse or Egyptian). Display and annotate images of Greek gods and mythical beasts to prompt connections.</p> <p>Linked NC Objectives:– Reading: Summarise main ideas from a text.– Writing: Plan and structure narratives. Read the myth aloud using an animated video or dramatic reading. Pause after each key event (e.g., Theseus volunteers, arrives in Crete, enters Labyrinth, defeats Minotaur, forgets sail). Write these on the board. Teacher models a basic “plot mountain” and class helps place each event. Highlight rising action, climax, and resolution.</p>	In pairs, children create a double bubble map comparing a Greek myth to another traditional tale. Then in groups, pupils record everything they already know about Greek myths on large paper using text, symbols, and drawings. Finish with a gallery walk to share ideas.	Visual learners: use myth cards with symbols and captions. SEND: pre-teach key vocabulary (myth, mortal, deity).SEND: structured template for double bubble comparison.
		2. Why were they told?			
Plot Comprehension	Identify key plot points in <i>Theseus and the Minotaur</i>	3. Recognise key myth features	<p>1. Read myths</p> <p>2. Identify plot stages</p> <p>3. Sequence events</p>	Students receive cut-up plot points and arrange them in the correct order. Then, they fill in their own plot mountain with simple descriptions and illustrations. Advanced pupils may write a short paragraph summarising each stage.	Provide sentence starters for plot summaries. Use differentiated versions of the story (simplified or original).



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Setting and Conflict	Explore <i>Odysseus and the Cyclops</i> : setting and conflict	1. Describe the setting 2. Identify conflict 3. Discuss Odysseus' decisions	<p>Linked NC Objectives:– Reading: Identify how language and structure contribute to meaning.– Writing: Describe settings and develop characters.</p> <p>Display a painting of the Cyclops' cave and ask students to list sensory details (smell of sheep, damp cave, roaring voice). Read the scene aloud, pausing to ask: “What is the problem?” Identify both external conflict (with the Cyclops) and internal conflict (Odysseus' pride). Model annotating a paragraph for conflict.</p>	Students write a paragraph describing the setting using sensory details and expanded noun phrases. Then, complete a chart categorising internal vs. external conflicts and how Odysseus responds to each.	Provide sentence stems and a descriptive language word bank. Offer audio version of text for readers needing support.
Symbolism in Myth	Understand <i>Medusa</i> : events and symbolism	1. Read and understand Medusa's story 2. Discuss symbols 3. Analyse fear and power	<p>Linked NC Objectives:– Reading: Identify themes and explain how they are conveyed.– Writing: Use figurative language.</p> <p>Read aloud the myth of Perseus and Medusa. Discuss why Medusa is feared. Explore symbolism: her gaze = judgment, snakes = danger/power. Link this to real-life metaphors (“to freeze in fear”). Introduce concept of characters representing abstract ideas (e.g. power, isolation).</p>	Pupils complete a “symbolism spider”: centre = Medusa, outer legs = her traits and their symbolic meanings (e.g. snakes = danger; gaze = control). Then write 3 sentences explaining what Medusa might represent in a modern context.	Scaffold spider map with labelled prompts. Use images and icons for key concepts.
Grammar Focus	Sentence structure: Main, relative, subordinate clauses; noun/prepositional phrases	1. Identify clause types 2. Combine ideas 3. Vary sentence structure	<p>Linked NC Objectives:– Grammar: Use relative clauses; use expanded noun phrases to convey detail.</p> <p>Teacher models sentence building using myth images (e.g., “Theseus entered the Labyrinth”). Add prepositional phrases: “...with only a sword in hand.” Add relative clause:</p>	Sentence-building relay: students start with simple clause and pass around adding noun phrases, prepositions, or relative clauses. Then write 5 descriptive sentences using different clause types about myth characters or settings.	Colour-code clauses (main = blue, subordinate = green). Use clause puzzles for matching tasks.



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			“...which twisted like a snake.” Class identify each clause and highlight. Model combining two simple ideas using subordinating conjunctions.		

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Key Concept	Learning Objective	Key Components	Main Input	Activity	Adaptive Strategies
Summarising Plot	Summarise <i>Theseus and the Minotaur</i> in own words	<ol style="list-style-type: none"> 1. Revisit myth 2. Identify main events 3. Use narrative voice 	<p>NC Links:</p> <ul style="list-style-type: none"> – Reading: Summarise the main ideas from more than one paragraph. – Writing: Use paragraphs to organise ideas. <p>Re-read key paragraphs from the text. Model creating a timeline of key events using simple summaries (e.g. “Theseus travels to Crete”). Demonstrate turning those notes into a first-person retelling in past tense. Emphasise narrative voice and viewpoint.</p> <p>NC Links:</p> <ul style="list-style-type: none"> – Reading: Make inferences and justify them with evidence. – Writing: Use conjunctions and relative clauses for explanation. <p>Display images of Odysseus. Ask: “What kind of person is he?” Teacher models listing adjectives (clever, proud, brave) and finding text evidence for each. Show how to write a “trait + evidence +</p>	<p>Pupils create their own “Myth Map” with 6–8 illustrated boxes. Using the map as a scaffold, they write a one-paragraph summary in first or third person. Stretch task: add inner thoughts or motivations.</p> <p>Pupils complete a character trait chart for Odysseus. Then write 2–3 paragraphs: each starts with a trait, followed by a quote, and ends with how this affects the story. Advanced pupils may contrast Odysseus and the Cyclops.</p>	<p>Provide sentence starters and story strips. Use oral retelling with peer support for EAL/SEND.</p> <p>Highlight traits and quotes in different colours. Provide model paragraph scaffold.</p>
Character Traits	Analyse Odysseus’ character using text evidence	<ol style="list-style-type: none"> 1. Identify traits 2. Find supporting quotes 3. Explain impact on story 	<p>NC Links:</p> <ul style="list-style-type: none"> – Reading: Make inferences and justify them with evidence. – Writing: Use conjunctions and relative clauses for explanation. <p>Display images of Odysseus. Ask: “What kind of person is he?” Teacher models listing adjectives (clever, proud, brave) and finding text evidence for each. Show how to write a “trait + evidence +</p>	<p>Pupils complete a character trait chart for Odysseus. Then write 2–3 paragraphs: each starts with a trait, followed by a quote, and ends with how this affects the story. Advanced pupils may contrast Odysseus and the Cyclops.</p>	<p>Highlight traits and quotes in different colours. Provide model paragraph scaffold.</p>



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Mood and Character	Examine Medusa's character and create mood maps	<ol style="list-style-type: none"> 1. Analyse emotional tone 2. Link events to mood 3. Build vocabulary 	<p>explanation" paragraph using a template.</p> <p>NC Links:</p> <ul style="list-style-type: none"> – Reading: Discuss words and phrases that capture mood. – Writing: Use a rich vocabulary and figurative language. <p>Teacher re-reads sections involving Medusa. Model how to identify mood using colour-coding (e.g. dread, tension, fear). Introduce mood vocabulary bank and link words to weather, colour, and metaphor.</p> <p>NC Links:</p> <ul style="list-style-type: none"> – Grammar: Use inverted commas and punctuation for direct speech. – Writing: Vary sentence openers and use dialogue to advance action. 	<p>Create a "Mood Map" tracing mood shifts in the Medusa story. Pupils choose colours to represent different moods. Then write a short description of a moment in the myth focusing on setting and character to reflect mood.</p>	<p>Use paint chip colour cards to represent mood words. Scaffold with fill-in-the-blank templates.</p>
Speech Punctuation	Identify and use speech punctuation correctly	<ol style="list-style-type: none"> 1. Learn direct speech rules 2. Punctuate dialogue 3. Attribute emotion 	<p>Teacher models dialogue using myth characters. Focus on punctuation rules: inverted commas, commas before/after reporting clauses, capital letters. Use mini-whiteboards to correct examples. Show how speech reveals character traits.</p> <p>NC Links:</p> <ul style="list-style-type: none"> – Grammar: Use a thesaurus to improve vocabulary. – Writing: Use dialogue and vocabulary to convey character. 	<p>Pupils rewrite part of a myth (e.g. Perseus vs Medusa) as a comic strip with dialogue. They must include at least 3 lines of punctuated speech. Then, write a short descriptive passage using speech to show fear or bravery.</p>	<p>Sentence stem cards with dialogue models. Use role-play first to help pupils hear tone.</p>
Grammar & Punctuation Focus	Speech punctuation and synonyms	<ol style="list-style-type: none"> 1. Revise direct speech 2. Explore synonyms for said 3. Apply in writing 	<p>Warm-up: brainstorm synonyms for</p>	<p>Pupils edit a short dialogue between Theseus and Ariadne to improve expression using speech punctuation and synonyms. Extension: add adverbial phrases to show how the line was spoken (e.g.</p>	<p>Provide synonym chart grouped by emotion. Allow typing for pupils with writing difficulties.</p>



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			“said” and group them by mood (e.g. whispered, snapped, roared). Model revising a short text by replacing all “said” tags with more precise synonyms and discuss tone change.	“Theseus muttered nervously.”)	

Week 3: Myth Planning and Narrative Writing

Key Concept	Learning Objective	Key Components	Main Input	Activity	Adaptive Strategies
Structure & Style	Analyse myth structure and literary devices	<ol style="list-style-type: none"> 1. Identify openings, climaxes 2. Recognise repetition and imagery 3. Discuss theme 	<p>NC Links:</p> <ul style="list-style-type: none"> – Reading: Identify structural and language features. – Writing: Plan narratives effectively. <p>Teacher reads another myth (e.g. King Midas). Pause to label story parts: opening, build-up, problem, resolution. Display a story mountain with literary devices included (e.g. quest language, prophecies, gods). Highlight themes (hubris, justice).</p>	Pupils annotate a story map of King Midas. In pairs, find examples of literary devices (e.g. simile, exaggeration, irony). Then label each story stage and describe its function in one sentence.	Provide scaffolded story maps. Use sentence starters for explanations. Visual prompts for devices.
Character & Setting	Plan own myth narrative: character, setting, plot	<ol style="list-style-type: none"> 1. Invent myth elements 2. Develop a hero/monster 3. Structure plot 	<p>NC Links:</p> <ul style="list-style-type: none"> – Writing: Describe characters and settings in detail. – Use paragraphs to organise writing. <p>Teacher brainstorms class ideas for settings (e.g. underworld cave, floating island) and heroes (e.g. cursed child, sky-runner). Model using a planning template: character,</p>	Pupils complete planning template for their own myth. Create quick sketches of setting and hero. Share in pairs and give feedback using a checklist (coherence, originality, myth features).	Use image prompts or setting dice to inspire ideas. Word banks for traits and settings.



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Descriptive Language	Develop language ideas for narrative writing	<ol style="list-style-type: none"> 1. Use expanded noun phrases 2. Vary sentence starters 3. Include figurative language 	<p>goal, problem, setting, monster, resolution. Emphasise internal and external conflict.</p> <p>NC Links: – Grammar: Use expanded noun phrases and figurative language.</p> <p>Model “golden sentence building” using sensory details and modifiers. Use a photo of a mythic place and create a description together (e.g. “The swirling mist veiled the jagged peaks...”). Discuss figurative devices (simile, metaphor, personification).</p> <p>NC Links: – Writing: Draft and write narratives with structure and cohesion.</p>	<p>Pupils describe their myth setting using a 5-senses grid. Then turn this into a short paragraph using figurative language. Use peer feedback to highlight powerful phrases and improve weaker ones.</p>	<p>Colour-code senses. Provide simile/metaphor scaffolds. Use audio support for text descriptions.</p>
Modelled Writing	Write myth introduction and build-up with teacher	<ol style="list-style-type: none"> 1. Structure an opening 2. Establish character and setting 3. Build tension 	<p>Teacher models writing the opening and build-up using a shared class myth. Focus on opening hook, clear setting, hinting at danger, and describing hero. Use a visualiser or live writing on whiteboard with pupil input.</p> <p>NC Links: – Writing: Create effective conclusions with thematic links.</p>	<p>Pupils write their own myth’s introduction and build-up using sentence openers and vocabulary prompts. Peer swap for “three stars and a wish” feedback.</p>	<p>Use sentence structure scaffolds. Provide opening paragraph template.</p>
Shared Writing	Write climax and resolution collaboratively	<ol style="list-style-type: none"> 1. Develop action scenes 2. Resolve conflicts 3. Show character growth 	<p>Teacher models writing a climax scene with descriptive action and dialogue. Highlight time conjunctions and sentence variety.</p>	<p>In pairs, pupils write their myth’s climax and resolution. Teacher circulates and supports with vocabulary and sentence structure. Then, pupils redraft their</p>	<p>Checklist and sentence banks for resolution language. Typing option or scribing support.</p>



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			Then co-construct a resolution	favourite sentence for a paragraph that reflects the character's "myth display wall."	change or moral lesson.

Week 4: Independent Writing and Editing

Key Concept	Learning Objective	Key Components	Main Input	Activity	Adaptive Strategies
Sentence Clarity	Revise drafts for sentence variety and clarity	<ol style="list-style-type: none"> 1. Identify dull sentences 2. Improve variety 3. Use complex structures 	<p>NC Links:</p> <p>– Grammar: Use a range of sentence structures, including varied openers and clauses.</p> <p>Teacher models identifying dull or repetitive sentences. Use "spicy sentence surgery" – rewrite sentences by adding -ing openers, prepositional phrases, or adverbials.</p>	Pupils highlight and revise 3 sentences in their draft using at least two techniques discussed. Then, share improvements in pairs.	Use sentence transformation cards. Allow peer conferencing for those needing support.
Peer Feedback	Use peer feedback to improve myth writing	<ol style="list-style-type: none"> 1. Listen and reflect 2. Use checklists 3. Make specific improvements 	<p>NC Links:</p> <p>– Speaking: Give constructive feedback.</p> <p>– Writing: Improve coherence and impact.</p> <p>Model how to give kind, specific, and helpful feedback using a checklist. Teacher and TA read an anonymous myth and model feedback aloud. Discuss how feedback helps revision.</p>	Pupils read a partner's myth and complete a "Peer Editing Star Sheet." Focus on description, sentence variety, clarity, and grammar. Then use sheet to improve their own myth.	Visual feedback symbols. Use audio-recorded feedback for pupils who struggle to write.
Final Draft	Finalise structure and language	<ol style="list-style-type: none"> 1. Redraft with improvements 	Pupils revise their myths based on peer and teacher feedback. Focus on	Pupils rewrite final drafts in best handwriting or using	Use line guides and checklists. Offer digital



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Independent Write	Write myth independently	<ol style="list-style-type: none"> 2. Add final details 3. Prepare for publishing 	<p>paragraphing, figurative language, and sentence control. Teacher mini-lessons on proofreading marks and common grammar checks.</p>	<p>digital tools. Add illustrated title pages. Optional: record an audio version or present to class.</p>	<p>dictation or speech-to-text tools.</p>
		<ol style="list-style-type: none"> 1. Apply narrative structure 2. Demonstrate language skills 3. Engage audience 	<p>Pupils apply everything they've learned to write their final myth. Teacher conferences with pupils as they write to support and guide.</p>	<p>Pupils write for 45–60 minutes. Focus on showing internal conflict, setting description, and resolution. Work is assessed using rubric based on grammar, structure, creativity, and clarity.</p>	<p>Sentence frame bookmarks. Time breaks for pupils needing pacing support.</p>
Edit & Proofread	Edit for grammar, punctuation, clarity	<ol style="list-style-type: none"> 1. Check sentence accuracy 2. Correct punctuation 3. Read aloud for clarity 	<p>Teacher models editing checklist: punctuation, grammar, clarity, and spelling. Pupils follow checklist and edit in coloured pen. Use partner to read aloud and catch errors.</p>	<p>Pupils complete final self-editing using checklist. Peer review for final draft. Teacher reviews selected samples for publishing.</p>	<p>Use editing code cards. Scribe edits for children with physical/writing difficulties.</p>