

What I already know...

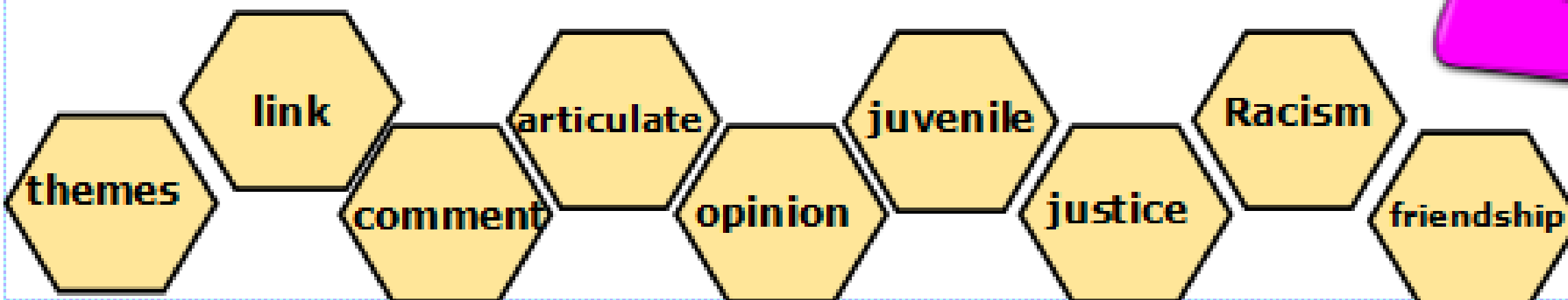
How **plot**, **character** and **setting** link together. (Wolves Yr6)

How to **predict** using details stated and implied from the text. (Yr6)

**Retrieve** and draw on information and ideas from across an entire text (Yr6)

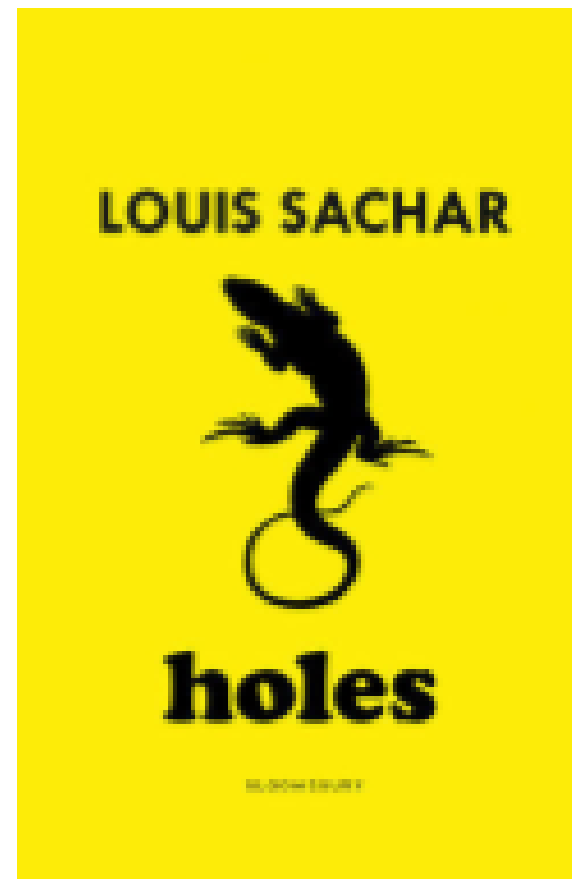
Infers characters thoughts, feeling, **mood** and attitude using **evidence** (Y4)

Key Vocabulary



# Holes

Dig into the world of Stanley Yelnats. Explore the themes of friendship, loyalty, justice and racism and what they mean to you.



I will learn...

- = How authors weave **themes** throughout a story.
- = How characters and plot are **linked** to embed themes.
- = How to **comment** on key themes within a story.
- = How to **articulate** my **opinion** on themes of friendship, justice and racism.



Reflect on society and how actions and opinions can affect others.

## Year 6 Holes overview—Spring 2

### Project: Holes

Children dig into the world of Stanley Yelnats - a teenage boy wrongly sent to a juvenile detention centre.

Exploring themes of friendship, honesty and justice and social issues such as racism— children show their own views through a collection of writing and discussions.

HOOK: Boot Camp

OUTCOME: To publish a collection of work based around a theme.

### Applied Literacy:

- Camp Green Lake—first person internal recount
- Letter in role as Stanley to his mum
- A narrative around a murder
- Historical reflection on social justice of the time.
- Discursive writing on racism today.

### Pupil Premium Enrichment:

Children watch a theatre performance/ film of the story as pre teaching of the plot and characters in the text.

### Driving Subject: Reading

- Prediction— use wider context of language to support predictions.
- Retrieval—gather information about key characters and their friendships with one another
- Interpreting—understanding characters thoughts and feelings regarding key themes within the text.

### Wider curriculum phase focus:

History— Use and comment on *sources* to support in creating a *chronology* of slavery in the USA. Be able to understand how the treatment of minorities in the USA has changed over time. Compare to life today.

Geography—Locating of states in the USA and origins of slavery.  
Mapping of the underground rail road.

Art—Colour apply—Camp Green Lake painting

### SMSC:

P4C— Are Hattie Parker's views justified?

Moral—give reasoned views on the history of justice and impact of changes in law for today.

### Community links/Enterprise/Experiences:

Army Boot Camp—Atlas Fitness  
Nuffield Theatre trip