

**Boy in the Tower Y6: Knowledge
Organiser and Key Outcomes.**

Plot overview

From the seventeenth floor of the tower block where he lives with his mother, Ade watches as the buildings fall around him. The Bluchers - a strange and terrible kind of plant - are taking over the city, and everyone is being forced to evacuate, but his mother is refusing to leave her room. And so, Ade watches alone as the city slowly empties and the bluchers creep ever closer.

Themes

- Isolation and Survival** - Ade is trapped in his tower block as the world outside becomes increasingly dangerous due to the mysterious Bluchers.
- Friendship and Community** - Ade finds strength in his relationships with others, like Gaia and Dory.
- Mental Health** - Ade's mother suffers from depression, which affects their family life and Ade's wellbeing.
- Courage and Growth** - Ade's journey is one of personal growth.

Core Writing Outcomes

- Persuasive Writing: Campaign Leaflet – Create a survival guide or awareness campaign about the Bluchers
- Descriptive Writing: The Bluchers
- Narrative Writing: Diary Entries – From Ade's perspective during key moments or 3rd person rewrite of a section.

Key words

- Wispy** – delicate/fluffy
- Bickering**- quarrelling/arguing
- Traumatic**- distressing
- Shepherding**- guiding/directing
- Apprehensive**- worried
- Shepherding**- guiding/directing

Bluchers- Deadly plants that are trying to take over the city



Core Oracy Activities

- Conscience Corridor** -One student walks down a corridor of classmates who voice conflicting thoughts or advice as if they were Ade's conscience.
- Thought Tracking** - During a freeze-frame of a dramatic scene students step forward and voice their character's inner thoughts.
- Character Courtroom** -Put a character "on trial".

Key Characters

- Ade – a loyal and determined boy who lives with his mum in a flat in a London tower block.
- Mum –Ade's mum who is suffering from depression and refuses to leave their flat.
- Gaia – Ade's best friend at school who lives in the tower block opposite Ade's.
- Dory – an old woman who lives in Ade's tower block.
- Obi – the caretaker of Ade's tower block.
- Ben –a man who lives in Gaia's tower Block.

Core Reading Objectives

- Retrieve and record information from the text (e.g. facts about the Bluchers, Ade's situation).
- Make inferences about characters' feelings, motives, and actions
- Comment on the author's use of language to create mood, tension, and character voice.
- Use evidence from the text to support ideas and interpretations.

Core SPaG Objectives

- Use a variety of sentence types: simple, compound, and complex.
- Vary sentence openers for effect
- Maintain consistent tense across a piece of writing.
- Use commas to clarify meaning.

Crater LakeY6: Knowledge Organiser and Key Outcomes.

Plot overview
Lance and his Year 6 classmates arrive at the newly opened Crater Lake Activity Centre for a school residential trip. But things quickly take a sinister turn.
Soon, teachers and students begin acting like zombies, getting out of bed at night and marching into the woods in a trance-like state.
Themes
Friendship and Loyalty - The story centres around a tight-knit group of friends who rely on each other to survive
Courage and Resilience The children must confront terrifying situations without adult help.
Trusting Your Instincts Lance and his friends learn to question authority and trust their own judgment.
Identity and Self-Worth Each character brings unique strengths to the group, and their differences help them succeed.
Core Writing Outcomes
• Persuasive Writing: Campaign Leaflet – Create a survival guide or awareness campaign about the aliens • Descriptive Writing: Monologue – A dramatic internal monologue from Ade or Lance during a key moment. • Narrative Writing: Diary Entries – From Ade's perspective during key moments.

Key words
Infection Refers to the alien spores that take over people's minds while they sleep
Spores Microscopic particles released by the aliens to spread the infection.
Contamination The spread of alien influence, often through touch or sleep.
Mind control The effect of the spores—infected people lose free will and act like zombies.
Survival A central theme—characters must avoid infection and stay alive.
Transformation Refers to how infected people change physically and mentally
Isolation The feeling of being cut off from help, especially when adults can't be trusted
Core Oracy Activities
• Conscience Corridor -One student walks down a corridor of classmates who voice conflicting thoughts or advice as if they were Ade's conscience. • Thought Tracking - During a freeze-frame of a dramatic scene students step forward and voice their character's inner thoughts. • Character Courtroom -Put a character "on trial".

Key Characters
Lance - Protagonist and narrator. Brave, thoughtful, and loyal. Chet - Provides logical insights. Smart and slightly nerdy. Katja -Adds energy and defiance to the group. Bold, outspoken, and independent. Maksym - Comic relief & deeply caring. Funny, impulsive, and full of heart. Ade - Often underestimated, but proves vital in tense moments. Quiet, observant, and emotionally intelligent.
Core Reading Objectives
• Retrieve and record information from the text (e.g. facts about the spores, Ade's situation). • Make inferences about characters' feelings, motives, and actions • Comment on the author's use of language to create mood, tension, and character voice. • Use evidence from the text to support ideas and interpretations.
Core SPaG Objectives
• Use a variety of sentence types: simple, compound, and complex. • Vary sentence openers for effect • Maintain consistent tense across a piece of writing. • Use commas to clarify meaning.

Stitch Head Y6: Knowledge Organiser and Key Outcomes.

Plot overview
When a travelling circus ringmaster, Fulbert Freakfinder, promises to make him a star, Stitch Head wonders whether there is another life for him. But first he has to catch the professor's latest creation - a monstrous three armed creature that's just smashed its way to freedom..
Themes
Identity and Belonging- Stitch Head struggles with feeling forgotten and overlooked. Loneliness and Friendship- Stitch Head's isolation in Castle Grotteskew contrasts with his growing bond with Arabella. Acceptance and Difference- The monsters are misunderstood and feared, yet many are kind and loyal. Courage and Growth - Stitch Head must decide whether to stay in his comfort zone or embrace the unknown
Core Writing Outcomes
• Diary Entry – Stitch Head's Perspective • Character Description – Create Your Own Monster • Review - The Carnival of Unnnatural Wonders (assessment) • Instructions – How to make a monster

Key words
Unfathomable- Incapable of being fully explored or understood.
Trundle -To move or cause to move slowly and heavily.
Creation - The action or process of bringing something into existence.
Laboratory - A room or building equipped for scientific experiments, research, or teaching.
Townfolk -The people living in a particular town or city.
Abomination - A thing that causes disgust or loathing.
Siege- A military operation in which enemy forces surround a town or building, cutting off essential supplies, with the aim of compelling those inside to surrender.
Core Oracy Activities
Mini Debates - Agree/disagree with provocative statements based on the book Role-Play - Pupils take on roles from the book and act out scenes or interviews. “What I Dream Of...” (Talk the Talk) - Students explore character motivations interpreting a passage or character decision. Balloon Debate Imagine characters are in a sinking balloon. Who should stay?

Key Characters
Stitch Head - Professor Erasmus's first creation.
Creature - Professor Erasmus's latest creation.
Fulbert Freakfinder -The owner of a travelling carnival who wants to find 'a better class of freak'.
Professor Erasmus Erasmus -A mad scientist who creates monsters in his laboratory.
Core Reading Objectives
Infer characters' feelings, thoughts and motives from their actions and justify with evidence. Explore the meaning of words in context, especially invented or descriptive language (e.g. “Grotteskew”, “monstrosity”). Discuss the author’s purpose (e.g. to entertain, to explore loneliness, to challenge stereotypes).
Core SPaG Objectives
• Use a variety of sentence types: simple, compound, and complex. • Vary sentence openers for effect • Maintain consistent tense across a piece of writing. • Use commas to clarify meaning. • Identify and use hyphens to void ambiguity