

Wonder by RJ Palacio

Class Text – Wonder by RJ Palacio

Additional Texts – Sunny and the Birds. You are awe-some

Genres for writing – Explanation text. Narrative. Information text

Writing

- Character descriptions
- Setting Descriptions
- Tone and register
- Factual information

Reading

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Speaking and Listening

use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions
 give well-structured descriptions and narratives for different purposes, including for expressing feelings
 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas
 participate in discussions, role play and debates
 consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

Power Maths

Problem Solving

This unit draws on the extensive range of skills and knowledge acquired by children during Year 6, as well as building on learning from previous years, to solve problems about numbers, measurement and geometry. The emphasis is on reasoning and selecting appropriate methods, and it provides appropriate revision for key stage assessments.

Percentages, fractions & decimals

This unit focuses on strengthening children's knowledge of percentages. Children will learn a range of strategies to find percentages of amounts. They will then apply these strategies to convert between percentages, decimals and fractions. They will develop their understanding throughout the unit and ultimately use their knowledge to solve related puzzles and multi-step problems.

Measure: Perimeter, area and volume

This unit provides children with opportunities to explore the relationship between the area and perimeter of different 2D shapes. Children generate the formulae for the area of triangles and parallelograms and the volume of cubes and cuboids and use them to calculate areas, volumes and missing lengths. This is very important for their future learning as it enables them to understand their calculations rather than memorise steps. Children will apply their knowledge of perimeter, area and volume to solve problems, in particular when calculating unknown lengths, perimeters and areas of composite rectilinear shapes.

Computing

Creating media- 3D modelling

Children will develop their knowledge and understanding of using a computer to produce 3D models. They will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, children will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.

Physical Development

OAA- In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills, learning how to follow a more complex map including the use of controls. This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team

Cricket- In this unit, children develop their understanding of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. Cricket is a striking and fielding game, and children develop their skills and understand the different roles of bowler, wicket keeper, fielder and batter. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Science

Living things and their habitats

Children build on their learning about grouping living things by looking at the classification system in more detail. They are introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.

Children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.

PSHE

Relationships

This unit is focused around our relationships with others, rights and responsibilities and recognising and managing risks in our lives. In this Puzzle the class learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.

RE

What does it mean to be a Muslim in Britain today?

Children will explore the practice and meaning of the Five Pillars of Islam. They will discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and find out about people who memorise the Qur'an and why (hafiz, hafiza).

French

This half term we will be focusing on the writing and reading skills. Children will understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

ART and Design & Technology

Artist: Cindy Sherman

Skills: Sketching and drawing

DT: Cookery focus: using seasonal foods to create a meal for a specific health need

Humanities

Geography: World Trade

Children will build on their prior understanding and locate all the countries in the Northern Hemisphere U.S.A – North America, capital is Washington DC. China – Asia, capital is Beijing. Germany – Europe, capital is Berlin. The Netherlands – Europe, capital is Amsterdam. France – Europe, capital city is Paris U.K – Europe, capital city is London. Children will investigate and understand what the following term are: **Trade** – buying and selling things. **Import** – buying things for the UK from abroad. **Export** – sending and selling goods to other countries from the UK. Children know why these are important. Trade, import and export is how countries make money.

Children will explore how food products are imported from around the world based on seasonality and demand Food Miles are the distance certain foods have to travel from grower to consumer Importing food from abroad means we can eat seasonal foods all year round and enjoy a more varied diet. They will also investigate the issues with importing food are: -carbon dioxide pollution of transport which contributes to global warming -some farmers in low income countries are not paid well - creates less demand for UK farming

Children will debate issues affecting world Trade. E.g. the importance of fairtrade/ pay and conditions. And present balanced views on environmental issues.