Inspiration/Theme: Are we a tolerant society?	Curriculum Driver: PSHEE/Citzenship	Outcome of learning: To write a narrative description in the first person and write and perform a campaign speech.

Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
'Wonder' by R.J.Palacio	**Hook/Stunning Start** Immersion through drama into the main character's of Wonder. **Trips/Visitors/Marvellous Middle** Bath taps into Science. **Celebration/Fabulous Finish** Speech/campaign afternoon for parents to come and watch.	Pop Art to represent how the children think various characters look. Children to write their own inspirational quote – to be displayed in the book corner/topic wall. Book of speech/campaign articles for equality.	Language of explanation and opinion: ....such as...................... *Due to.............................x has / is............* *In summary...* *Owing to............................x has / is............* *This has altered...* *Evidently..* *Consequently / Based on fact / Because of my beliefs................* *To hold the view / After consideration* *After / On reflection* *It is my understanding that..........* *The facts lead me to the conclusion that.........................*
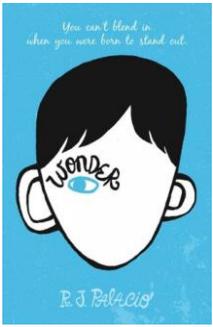
Topic Table	Book area	Maths Challenge table	Home Learning
Key questions Provocative questions to stimulate discussion around equality. Who is a successful inventor? Who has done ground-breaking work into black holes? Who has been mistreated or bullied? Who won 13 World Championship Medals? Key images/artefacts People who have overcome personal individual needs to achieve success: Stephen Hawkins, Temple Grandin, Tanni Grey-Thompson, Katie Piper, J R Martinez. Precepts from 'Wonder' which include 'When given the choice between being right or being kind, choose kind.' Key vocabulary Acceptance, equality, judgemental, sensitivity, inclusive, society, friendship, resilience.	Key questions From which character perspective has the book been written? Re-write this section from another character's perspective. If you were the author – what decision would you make at this point in the story? What emotions does the character feel at this point in the story? Point, evidence, explain. If you were Jack, what would be your first impression of Auggie? Key images/artefacts Inspirational quotes. Maps of locations in 'Wonder'. Key vocabulary Summarise, stereotypes, evoke, prediction , evidence, quotes, retrieval.	Key questions What is the ratio of adults to children in this class? If the ratio for Year 6 is 1:15, how many adults are needed for a school trip? How can you write the ratio of these numbers in their simplest form? What is the rule? Can you find the value of x when x+7 = 10? If you know angle A and B of a triangle calculate angle C. If you know angle A, B and C of a triangle calculate angle D. Key images/artefacts Percentage, ratio, algebra and shape. Key vocabulary Percentage, ratio, algebra, equal parts, whole, proportion, fractions, decimal, hundred, out of, quantity, sum, rule.	**Weekly Home Learning**: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Record.

English	Maths	Science	RE
Writing outcome of learning: • Children will write a narrative in the first person. • Children will write a campaign speech. Key skills: • Use characterisation to explain motives. • Show not tell. • Consistent use of punctuation. • Mix of dialogue and description. • First person narrative. • Cohesion between and within paragraphs • Use of emotive language. Reading key skills • Provide reasoned justifications for their views. • Retrieve and record information. • Ask questions to improve our understanding. • Draw on inferences within the text.	Outcome of learning: • Children will be learning about Geometry, Graphs, Position and Movement. Key Skills: • To investigate opposite angles; to use prior knowledge of angles to solve problems involving angles. • To determine and show the sum of the angles inside a triangle. • To investigate and determine angles in quadrilaterals. • To name the parts of a circle; to calculate diameter and radius using parts of a circle. • To draw triangles using measurements and angles as the starting point; to use a protractor to draw triangles using angles. • To describe the positions of objects on a coordinate grid; to use x and y axes to determine the position of objects on a grid. • To show information on graphs; to transfer information from a table to a pie chart.	Outcome of learning: • To explain why all living things are classified. • To be able to make a key to classify plants. • To be able to identify scientific evidence that has been used to support or refute ideas or arguments. Key Skills: • Identify a detailed classification system. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Outcome of learning: • Children will understand how living according to the teachings of religions might affect a community. • Children express personal responses to the challenges and benefits of living in a diverse community. Key Skills • Make links between them and describe some similarities and differences both within and between religions. • Explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
		Maths: cross curricular	**Music**
		• Collecting data on pollination and creating graphs to analyse data.	Outcome of learning: • Record sound using a graphic score. Key Skills : • Listen to music from a variety of eras. • Identify the main features of music. • Evaluate different pieces of music .

PSHEE	Art	History	Computing
Outcome of learning: • Understand how media can influence people; how to make appropriate choices; affects of behaviour on self and others. Key Skills: • Identify feelings of loss and bereavement. • Idenitfy self-image issues. • Develop strategies to cope with sterotyping. • Idenitfy peer pressure and coping strategies.	Outcome of learning: • Create a piece of pop art, in the style of 'Pop Art' using the inspiration of Andy Warhol. Key Skills: • Explore complimentary colours. • Draw 'negative' shapes. • Use work of an artist for ideas. • Use skills and imagination to complete a piece of artwork. • Evaluate and improve.	Outcome of learning: • Understand reasons behind the changing power of monarchs – King John. • Understand the significance of the Magna Carta – compare with the American Constitution. Key Skills: • Extend chronological knowledge beyond 1066.	Outcome of learning: • Children will be learn to use Lego Mindstorms to develop their computing skills. Key Skills: • Use feedback from sensors to control outcomes and increase efficiency. • Write and debug more complex programs • Develop, test and refine procedures for greater efficiency. • Use models to explore relationships between inputs and outputs and explain how the models work.

DT	PE	Geography	MFL
Outcome of learning: • To design and make a product which can be controlled through a computer program. Key Skills: • Generate and develop a design model through discussion, annotated sketches and prototypes. • Apply understanding of computing to program, monitor and control product.	Outcome of learning: • To develop our skills in tennis. Key Skills: • To develop accuracy and hand eye coordination. • To work collaboratively in partners. • To develop our sportsmanship through competitive play.	Outcome of learning: • A comparison of two regions human and physical features. Key Skills: • Understand geographical similarities and differences through the study of human and physical geography of a region in UK and North America.	Outcome of learning: • The children will be able to read and write sentences and paragraphs. Key Skills: • Read and understand main points in a story, song or passage.