

Writing

Our character description piece relating to RJ Palacio's *Wonder* focuses on how a person can view their world based on what they consider to be ordinary and extraordinary about themselves. This will be supported by our diary write from the perspective of Jack Will, as he welcomes August (a child with Treacher Collins Syndrome) to his school. Finally, we will write a reflective report on the Ancient Greeks, and focus upon how their viewpoint of the world shaped it for future generations.

Reading

We will begin to read RJ Palacio's *Wonder*. Key events and focuses will be related to how Auggie Pulman (a child with Treacher Collins syndrome) responds to the world around him, and reacts based on the attitudes of people he encounters in his life. It will also focus on the people who meet Auggie, and how their opinions of him change over time. This will be implemented through the VIPERS approach.

Who let the Gods Out?
***Question: How is the world
shaped by our outlook on it?***

RE

This topic (Values and Beliefs) will enable the class to explore key themes related to various religions around the world, and the beliefs held by people who follow them. It will consider the values that people hold as a result of being a follower of that religion, and the actions that they take as a result of this.

Art

As part of this painting module, the children will learn about the Mexican artist Frida Kahlo. She was a woman whose art was inspired by key events that occurred in her life. This includes the bullying she suffered as a child when polio caused her to walk with a limp, the turbulent nature of political instability in her hometown Mexico, and her own struggles with her husband Diego.

Summer 1

Maths

Continuation of Decimals and Percentages

Equivalent fractions and decimals
Thousandths as fractions and decimals
Thousandths on a place value chart
Order and compare decimals (same number of decimal places)
Order and compare any decimals with up to 3 decimal places.

Perimeter and area

Perimeter of rectangles
Perimeter of rectilinear shapes
Perimeter of polygons
Area of rectangles
Area of compound shapes
Estimate area

Shape

Understanding and using degrees
Classifying and estimating angles
Measuring angles up to 180
Drawing lines and angles accurately
Calculating angles around a point
Calculating angles on a straight line
Lengths and angles in shapes
Regular and irregular polygons
3D Shapes

Position and Direction

Reading and plotting coordinates
Problem solving with coordinates
Translation
Translation with coordinates
Lines of symmetry
Reflection in horizontal and vertical lines

Writing

Writing

Using RJ Palacio's 'Wonder' as our text, children will write a character description about themselves, in the style of the main character Auggie Pullman. They will then write an informal diary from the perspective of Jack Will. This will develop their use of language to convey a character's feelings, as well as building upon previously taught language devices. They will also focus on the correct use of punctuation to add factual information, with a grammatically correct explanation offered. This will be embedded through a report explaining how the Ancient Greeks changed the world.

Spelling

I can spell words that contain the letter string 'ough'
I can spell adverbials of time and place
I can spell words with an /ear/ sound spelt 'ere'

Handwriting

I can write legibly with fluency and increasing speed.
I can choose which shape of a letter to use when given a choice, and decide whether or not to join specific letters.

Reading

Book:

Wonder (RJ Palacio)

Poem:

Jabberwocky (Lewis Carroll)

Word reading:

I can check that the book/poem makes sense and discuss my understanding of the text.
I can ask questions to improve my understanding
I can read books that are structured in different ways and reading for a range of purposes.
Apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.

Comprehension:

I can draw inferences related to the characters, such as their feelings, thought and motives, and justify them with evidence
I can retrieve, record and present information from the text.
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can identify how language, structure and presentation contribute to meaning

VIPERS reading scheme:

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence

Science

Animals, including Humans

- Human timeline: Describe the changes as humans develop to old age
- Growth of babies in the context of their development in their first year
- Record data and results of increasing complexity in the context of the growth of babies in height or weight.
- Compare the changes that take place to boys and girls during puberty.
- Understand the changes that take place in old age.
- Report findings from enquiries in the context of the gestation period of animals, and life expectancies
- Analyse data on gestation periods and life expectancies, and understand the relationship between variables.

Art Painting

Inspired by the work of the Mexican artist Frida Kahlo, learners will:

- Develop a self-portrait from a drawing
- Carry out preliminary studies, trying out different media and materials, and mixing appropriate colours.
- Create imaginative work from a variety of sources, such as observational drawing, poetry and music.
- Mix and match colours to create atmosphere and light effects.
- Be able to identify work with complimentary and contrasting colours.

RE

Values and Beliefs

Learners should be able to make links between values and behaviour and talk about the consequences of taking action

Learners should be able to link beliefs, sources and behaviour and identify the consequences of actions in the life of a person inspired by their faith

Learners should be able to explain the significance and impact of the actions of a person who has been inspired by their faith

Learners should be able to talk about the way their own values affect their actions and to explore the consequences

Computing Programming

- In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment.
- Learners will be introduced to a microcontroller and learn how to connect and program it to control components (including output devices — LEDs and motors).
- Learners will make use of their knowledge of repetition and conditions to write algorithms and programs.
- Design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model.

PSHE Me and Other People

- Children will look at a dilemma that is relevant to them, and as a group we will spend time learning about differing points of view on the issue.
- To reflect on spiritual, moral, social and cultural issues and understand other people's experiences using imagination.
- To appreciate a range of national, regional and religious ethnic identities in the UK.
- To talk about different people's points of view on different issues
- To contribute positively to the local community
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Music

Children will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

PE Cricket

- Introduction: Choose skills that meet the needs of the situation. Show good awareness of others in game situations. Watch and evaluate the success of games
- Bowling at a target: Develop technique. Watch and evaluate the success of games.
- Fielding tactics: Use skills and tactics to outwit opponents when fielding. Work as a team that covers the area to make it harder for a batter to score runs. Recognise parts of a performance that could be improved, and how.
- Batting tactics: Hit the ball with purpose, varying speed, height and direction. Identify spaces and understand the tactic of hitting into gaps. Understand how physical activity can contribute to a healthy lifestyle.
- Tournament: Combine skills in batting, bowling or fielding to outwit opponents. Explain how their body reacts and feels when taking part in different activities and undertaking different roles.
- Final lesson: Combine all the skills in a team game.

History Who Let The Gods Out

- Children will learn about the history of Ancient Greece. In this module, they will:
- Discover who the Ancient Greeks were
- Order key events in Ancient Greek history, chronologically.
- Use sources to make inferences about daily life in Ancient Greece.
- Explore the mythology of Ancient Greek gods and goddesses.
- Understand the Greek policy of democracy, and draw comparisons between Athens and Sparta as part of a debate.
- Look at the life and times of Alexander the Great, arguably one of history's best military leaders.
- Immerse themselves in the history of the ancient Olympic games, participating in some events.

MFL

Within French lessons the children will cover the key areas of:

- 🔗 Oracy (speaking and listening)
- 🔗 Literacy, including grammatical understanding
- 🔗 Cultural understanding
- 🔗 Knowledge and language