

Big Question: Where are the wonders of the world?

Year: 6	Term: Autumn 1	
<p>During the pre-learning challenge, introduce the children to the big question for this half term: <i>'Where are the wonders of the world?'</i> and explain how it fits in with the whole school theme of <i>'Wonders of the World'</i>.</p> <p>Show the children pictures of the ancient and modern wonders of the world, without labels on them (see below- the children could try and sort them in ancient and modern and discuss them with the other children on their table). When the children have completed the pre-learning challenge, then show them the PowerPoints of information (saved in the resources folder) and set them a home learning challenge (e.g. create own model of one of the wonders, find out where they are on a map, put when they were built on a timeline etc.).</p> <p>Ask the question: 'Can you name and describe the ancient and modern wonders of the world and say where they were/are located?' Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	Geography and History
<p>Narrative x 6 weeks Poetry x 1 week Texts linked to Black History Month and multiculturalism:</p> <p style="padding-left: 40px;"><i>-Ghost Boys</i> <i>-The Infinite</i></p> <p>Poems by Joseph Coelho – Children's Laureate 2022</p>	<p style="text-align: center;"><u>Number and Place Value</u></p> <p>Children will consolidate their knowledge of recognising, identifying, ordering and comparing numbers up to ten million. They will use these key number facts to round numbers to the nearest million and hundred thousand.</p> <p>Furthermore, the familiarity the pupils will have with the value of digits will support them in completing calculations using the four operations; addition, subtraction, multiplication and division.</p>	<p>Pupils should be taught to locate the world's countries, using maps and to identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Learning about the stories behind the ancient wonders of the world.</p> <p>Location of the ancient and modern wonders of the world.</p>
Art and Design	Design and Technology	PSHE and Citizenship
<p style="text-align: center;"><i>Terms</i></p> <p style="text-align: center;"><i>Kapow Scheme of Work</i></p> <p style="text-align: center;"><u>Painting and mixed media</u> Artist study</p>	<p style="text-align: center;"><i>Terms</i></p> <p style="text-align: center;"><i>Kapow Scheme of Work</i></p> <p style="text-align: center;"><u>Structures</u> Playground</p>	<p style="text-align: center;"><i>Jigsaw Scheme of Work</i></p> <p style="text-align: center;">Puzzle 1 – Being Me in My World</p>
Science	RE	Computing
<p style="text-align: center;">Evolution and inheritance</p>	<p style="text-align: center;"><i>2022 Newham Agreed Syllabus</i></p> <p style="text-align: center;"><u>How important are the similarities and differences between and within religions?</u></p> <p style="text-align: center;"><i>What similarities and differences do religions and world views share?</i></p>	<p style="text-align: center;"><i>NCE Scheme of Work</i></p> <p style="text-align: center;"><u>Topic</u></p>
PE	Music	Spanish
<p style="text-align: center;">Complete PE Scheme of Work</p> <p style="text-align: center;"><u>PE Coach</u></p>	<p style="text-align: center;">Away from Home American Music</p>	<p style="text-align: center;"><i>Me and My world</i></p> <p style="text-align: center;"><u>At the doctor's – role-play</u></p>

Games Basketball <u>Class Teacher Inside</u> Athletics <u>Class Teacher Outside</u> Outdoor Adventure Activities Leadership		Book: <i>El Grufalo</i> by Julia Donaldson & Axel Scheffler
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SMSC

Spiritual	Moral	Social	Cultural
-Awe and wonder at the world we live in. -Awe and wonder at these amazing sites and the job that people did to create them.	- Right and wrong for how and why some of the sites were created. -Moral responsibility to maintain the wonders.	-An understanding of how other people in the world live. -Promote discussion and debate amongst the class on which wonder is the best.	-Discussions about the cultural events the children and their families take part in. -Look at the cultures involved with the wonders. What so we know about them and what do we want to find out?

BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-Class vote during inspiration day- explain that the majority wins even if they did not agree with you. -Use any opportunities for voting for something as a chance to discuss what a democracy is. -Participation in class councils.	-You have the right to your opinion. -Our friends and family can choose what they believe in. -We are allowed to like or dislike a piece of artwork and we can justify our reasons.	-Respect other people's opinions. -Learning about others and how to show respect in order to live together peacefully. -How to negotiate with friends in a respectful way. -Treating visitors to the class politely.	-How were the civilisations who built these wonders led? -Discuss the rules of the school and of your class with your children. Ensure that they understand the reasons behind each rule.

Links to Rights Respecting Schools

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in

schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Links to Safeguarding

Computing – keeping safe whilst using technology.

Education visit – road safety.