



# The Nowhere Emporium (Year 6)

## Synopsis:

When the mysterious Nowhere Emporium arrives in Glasgow, orphan Daniel Holmes stumbles upon it quite by accident. Before long, the 'shop from nowhere' -- and its owner, Mr Silver -- draw Daniel into a breathtaking world of magic and enchantment. Recruited as Mr Silver's apprentice, Daniel learns the secrets of the Emporium's vast labyrinth of passageways and rooms -- rooms that contain wonders beyond anything Daniel has ever imagined. But when Mr Silver disappears, and a shadow from the past threatens everything, the Emporium and all its wonders begin to crumble. Can Daniel save his home, and his new friends, before the Nowhere Emporium is destroyed forever?

**French Unit:** At the Shops (Y5 Lessons 1 - 5 whole term)

**RE Unit** How do questions about Brahman and atman influence the way a Hindu lives? (Mandir Visit)

**PSHE Units** My Emotions (MMR15 ME56) and Anti-Bullying (MMR17 AB56)

**Geography:** Kapow - Why does population change?

## D&T

### Learning Sequence:

Investigate pulleys, cams and levers. Make a moon buggy applying these techniques drawing on ideas from the one created in Lego Wedo the previous half term.

### Technical Knowledge

Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages)

## Computing

### Learning Sequence:

#### Kapow Computing Unit:

Skills Showcase - Mars Rover 2 to include Lego WeDo Mars Rovers

### Digital Literacy

Express own ideas by selecting, using and combining a variety of software on a range of digital devices and create programs

## Music

### Learning Sequence:

#### Young Voices Programme

### Performing

Play (including ensembles) melody following staff notation written on one stave

Accompany melodies using block chords / bass line

Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests

Read and play confidently from rhythm notation cards / rhythmic scores

### Composing

Create music that includes repetition and contrast, using chord changes

Extend improvised melodies beyond 8 beats over a fixed groove

Plan and compose an 8- or 16-beat melodic phrase

Retrieving data. Wait a few seconds and try to cut or copy again.

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<b>Listening</b>	<p>Appreciate and understand music from range of origins, traditions, historical periods and social contexts</p> <p>Listen with attention to detail to combination of high-quality recorded and live music</p> <p>Evaluate and discuss music using increasing complex language</p>
<b>Singing</b>	<p>Sing broad range of songs (including syncopated rhythms) as part of a choir</p> <p>Continue to sing 3- and 4-part rounds / partner songs</p> <p>Continue to perform range of songs as choir to range of audiences</p>
<b>PE</b>	
Learning Sequence: Invasion Games - Basketball	
<b>Communication</b>	<p>Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel</p> <p>Evaluate and recognise own and others' success and identify strategies for improvement</p>
<b>Participation</b>	<p>Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship</p> <p>Apply range of principles suitable for attacking and defending</p>
<b>Competence</b>	<p>Use a broad range of skills in isolation and in combination to become physically confident</p>
<b>Science</b>	
Learning Sequence: Living Things and Their Habitats	
Look at lifecycles of plants and flowering plant reproduction. Investigate classification of plants and animals. Study lifecycles of insects, amphibians, mammals and birds.	
<b>Make Observations</b>	<p>Independently decide which observations to make</p>
<b>Perform Tests</b>	<p>Explain which variables need to be controlled and why</p> <p>Recognise and control variables where necessary</p>
<b>Ask Questions</b>	<p>Plan different types of scientific enquiry in order to answer questions</p> <p>Use science experiences to explore ideas and raise different types of question</p>
<b>Gather Data</b>	<p>Report and present findings from enquiries, examining causal relationships and reliability of results</p> <p>Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs</p>
<b>Living things and their habitats</b>	<p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>
<b>Writing</b>	

## Learning Sequence:

\* Narrative - fantasy/ mystery

\* Instructions

### Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing

Select appropriate language and vocabulary to reflect their understanding of audience and purpose

Become familiar with the language of writing eg figurative language, imagery, style and effect

Develop characters, settings and atmosphere using language and vocabulary from reading/books

Integrate dialogue to advance action and convey character

Use dictionaries (and thesauruses) to check meaning of new words/language

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

### Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words

Note and develop initial ideas drawing on reading

Select appropriate grammar and punctuation and understand how these can change/enhance meaning

Assess effectiveness of own and others' writing

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Précis longer passages

Proof-read for spelling and punctuation errors

Identify audience and purpose when writing

### Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing

Use active/passive voice for effect

Use perfect form to indicate time/cause

Use hyphens to avoid ambiguity

Use colons to introduce a list and mark boundaries between clauses

Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses

Punctuate bullet points consistently

Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)

Identify formal/informal structures eg question tags, subjunctive form

Know and understanding the differences between spoken and written language

### Text Structure & Features

Summarise and present familiar stories in their own words

Summarise main ideas from more than one paragraph using evidence

Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing

	<p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text</p>
<b>Transcription</b>	<p>Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify</p> <p>Understand verb prefixes eg dis-, de-, mis-, over- and re-</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to look for suitable synonyms</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement best suited to the task</p>
<b>Reading</b>	
<p><b>Learning Sequence:</b></p> <p>In Guided Reading, across this half term, a range of fiction, non-fiction, play-scripts and poetry texts or extracts should be used to deliver the learning objectives.</p> <p>These skills should also be incorporated into English units of work around the key text.</p> <p>Opportunities for cross curricular links should also be utilised to embed these objectives.</p>	
<b>Word Reading</b>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p>
<b>Comprehension</b>	<p>Continue to read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Read a wide variety of books that are structured in different ways for a range of purposes</p> <p>Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers, explaining their reasoning through explicit explanation developed by close reference to the text</p> <p>Identify and discuss themes and conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text</p> <p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>Checking that the book makes sense to them, discuss and explore meanings of words in context</p> <p>Ask relevant and pertinent questions to improve understanding of text</p>

Infer characters' feelings, thoughts and motives and justify using evidence

Predict what might happen from details stated and implied

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Identify how language, structure and presentation contribute to meaning

Evaluate authors' use of figurative language and consider effect on the reader

Distinguish between fact and opinion

Retrieve, record and present information effectively from non-fiction books

Discuss books and courteously challenge others' opinions, providing reasoned justifications for their views

Explain their understanding through detailed discussions, formal presentations and debates

## Maths

Learning Sequence:

### Measurement

- Comparing & estimating
- Calculating & measuring

### Multiplication and Division

- Facts
- Written calculations
- Problem solving
- Properties of numbers
- Operations order
- Inverse operations

### Multiplication & Division

multiply multi - digit numbers up to 4 digits by a two -digit whole number using the formal written method of long multiplication

divide numbers up to 4 digits by a two -digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

divide numbers up to 4 digits by a two -digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

perform mental calculations, including with mixed operations and large numbers

identify common factors, common multiples and prime numbers

use their knowledge of the order of operations to carry out calculations involving the 4 operations

- solve problems involving addition, subtraction, multiplication and division

use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

### Measurement

solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where

appropriate

use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places

recognise that shapes with the same areas can have different perimeters and vice versa

convert between miles and kilometres

recognise when it is possible to use formulae for area and volume of shapes

calculate the area of parallelograms and triangles

calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ), and extending to other units [for example,  $\text{mm}^3$  and  $\text{km}^3$ ]