

2014 National Curriculum Coverage at Langney Primary School – Year 6 Vision Statement:

'At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary School our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school ethos places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff (School Vision Statement March 2019).

School Motto:

"Active Body, Healthy Mind"

Curriculum Intent:

- 1) INNOVATION
- 2) CENTRE OF EXCELLENCE IN ALL DISCIPLINES
- 3) TALENT DISCOVERY
- 4) RAISING ASPIRATIONS & LIFE CHANCES
- 5) BALANCE BETWEEN EXCELLENCE (STANDARDS) and ENJOYMENT
- 6) HEALTH & WELL-BEING

Core Values:

The individual school character is based on the following shared core values which underpin our behaviour principles and interactions with each other:

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| Mutual Respect |
| Aspiration |
| Appreciation |
| Positivity |
| Forgiveness |

| VR/AR Resources | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|--|---|---|---|-------------------------|--|
| Stunning Start and Fabulous Finish | | | | | | |
| Stunning Start | WW2 Art | Shakleton's Adventures | Reading by torchlight | Disability Awareness Day | | ... |
| Fab Finish | WW2 Day | Mechanical Christmas Toys | Monster art sculptures | Wonder art | Camp or Activities Week | Leavers' assembly |
| Coverage | | | | | | |
| Term | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Topic Title | Keep Calm and Carry On | Antarctic Adventures | Malamander | Wonder | | Everything All At Once |
| Writing Genres | Description Non-Chronological report about the war | Character description Biography Persuasive writing (letter) | Narrative with dialogue Description <i>To be informed by assessment</i> | Informal Letter as Auggie Formal Letter as Mr Tushman Description (The Little Freak) Narrative (alternative point of view) | | Persuasive speech Poetry (link to Leavers' Assembly) |
| Reading Genres | Information Texts Narrative Poetry | Narrative Information texts Non-fiction texts - Biographies Poetry | Narrative Information / non-fiction texts Newspaper articles Poetry | Diary Letter Narrative Poetry | | Information texts Letters Narrative Debate Performance Poetry (link to Leavers' Assembly) |
| Core Text | Letters from the Lighthouse  | Shackleton's Journey  | Malamander  | Wonder  | | EVERYTHING ALL AT ONCE STEVEN CAMDEN  |

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| Science | Physics: Light | Biology: Animals including humans | Biology: Evolution and Inheritance | Physics: Electricity | | Biology: Living things and their habitats |
| | <ul style="list-style-type: none"> I can recognise that light appears to travel in straight lines. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | <ul style="list-style-type: none"> I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. I can describe the ways in which nutrients and water are transported within animals, including humans. | <ul style="list-style-type: none"> I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | <ul style="list-style-type: none"> I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. I can use recognised symbols when representing a simple circuit in a diagram. | <ul style="list-style-type: none"> I can 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. I can give reasons for classifying plants and animals based on specific characteristics. | |
| Scientific Enquiry <ul style="list-style-type: none"> I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can use test results to make predictions to set up further comparative and fair tests. I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. I can identify scientific evidence that has been used to support or refute ideas or arguments. | | | | | | |
| Science Key Scientists | Thomas Edison | Christiaan Barnard | Charles Darwin Mary Anning | Alessandro Volta | | Carl Linnaeus |
| Computing | Computing (The Ethics of a Digital World) | Computer Science 1 (Robotics with Ohbot) | Electronic Safety (Protecting Myself Online) | Digital Creator (3D Artefacts) | Computer Science 2 (Problem Solving) | Digital Creator (Film Maker) |
| | <ul style="list-style-type: none"> I can understand how the internet uses energy I can analyse the impacts of e-waste I can analyse the impact of technology on our planet I can explore how artificial intelligence is being used I can identify ways in which humans coexist with robots | <ul style="list-style-type: none"> I can code a decision in a program I can program a set of motors to perform a specific task I can create string variables I can create integer variables I can create 'nested' if statements | <ul style="list-style-type: none"> I can understand the pros and cons of presenting yourself in different ways online I can explore the causes and effects of online bullying I can analyse what influences a digital footprint I can understand the law relating to copyright I can determine the effects of screen time on health | <ul style="list-style-type: none"> I can evaluate existing products using web-based resources I can use unfamiliar CAD software I can create a CAD model, taking account of time, resource and cost limits I can critically evaluate my products against my design specification and purpose | <ul style="list-style-type: none"> I can explore the origins of the Python programming language I can write basic Python code I can find and fix syntax errors I can use escape sequences when coding I can use escape sequences for purpose | <ul style="list-style-type: none"> I can understand the basic layout of a video editor I can understand the basic tools of a video editor I can understand the process of sifting and selecting I can build a video story on a timeline I can appreciate the importance music can play in film |
| History | A local History study | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | | | |
| | <ul style="list-style-type: none"> I can communicate information about history in my local area. <p><i>A local history study of Eastbourne in WW2.</i></p> | <ul style="list-style-type: none"> I can communicate information about an aspect of British History that happened after 1066. <p><i>Crime and Punishment through History</i></p> | | | | |
| Chronological Understanding <ul style="list-style-type: none"> I can order significant events, movements and dates on a timeline. I can use a timeline to describe the changes in a period of history. | | | | | | |
| Historical Enquiry <ul style="list-style-type: none"> I can evaluate evidence and sources to choose the most reliable forms when finding out about the past. I can investigate my own questions and lines of enquiry. I can give reasons for why there may be different interpretations of history. I can explain how some things in the past have affected and influenced life today. | | | | | | |

Geography

Place Knowledge

- I can understand geographical similarities and differences, through studying the human and physical geography, of different regions in the United Kingdom.

Human and physical similarities and differences with the Jurassic coast and Eastbourne

Geographical Skills and Fieldwork

- I can use maps, atlases globes and digital mapping to locate countries and describe features studied.
- I can use the eight points of the compass to help build my knowledge of places.
- I can use symbols and key and four & six figure grid references to build my knowledge of U.K. and the wider world.
- I can do fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Locational Knowledge

- KS1 Review – I can name and locate the seven continents of the world (North America, South America, Europe, Asia, Oceania/ Australasia, Antarctica).
- KS1 Review - I can name the world's seven continents and five oceans (Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean).
- Year 3 Review – I can name and locate European countries and cities.
- Year 4 Review - I can name and locate the countries of North America and major cities.
- Year 5 Review - I can name and locate the countries of South America and major cities.

Locational Knowledge

- I can name and locate counties and main cities of the United Kingdom.
- I can name and locate geographical regions, and their identifying significant human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and landuse patterns; and understand how these aspects have changed over time.
- I can name and locate the surrounding seas of the United Kingdom. (English Channel, North Sea, Irish Sea, Atlantic Ocean)

Human and Physical Geography

- I can describe and understand key aspects of **physical** geography in the United Kingdom: Biomes and vegetation Belts National parks; Rivers; Mountains; Hills; The water cycle.
- I can describe and understand key aspects of **human** geography in the United Kingdom: Significant features; Types of settlement and land use; Economic activity including trade links: Manufactured goods, fuels, food; Distribution of natural resources including energy, food, minerals and water

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| <p>Art & Design</p> | <p><u>Drawing: pencils</u> <u>Painting:</u> <u>Water colour,</u> <u>ready mix paints,</u> <u>variety of brushes,</u> <u>colour palettes</u></p> <ul style="list-style-type: none"> I can talk about an artist/ architect/ designer and how they might have influenced my work. I can research the work of artists, architects and designers by looking at their work in books, the internet, art galleries etc. I can create art in the style of an artist/architect or designers. I can use graphics, annotations and research to show how I have developed my work. I can produce increasingly accurate drawings reflecting shape, proportion I can record my observations and use them to review and revisit ideas. I can express emotions accurately through paint. I can use a wide range of painting techniques. <p><i>Watercolour Poppy paintings</i></p> | | <p><u>Sculpture:</u> <u>Modelling media:</u> <u>Clay, Dough,</u> <u>Plasticine, boxes,</u> <u>wire, mod roc,</u> <u>paper, card.etc.</u></p> <ul style="list-style-type: none"> I can manipulate, shape and join materials well to make an effective 3D form. I can create work which is open to interpretation. <p><i>Monster sculptures</i></p> | <p><u>Painting:</u> <u>Water colour, ready mix paints, variety of brushes, rollers, string, natural objects, card, PVA glue, colour palettes</u></p> <ul style="list-style-type: none"> I can create my own prints building up an image.(stencil/ screen prints) <p><i>Wonder art</i></p> | <p><u>Drawing:</u> <u>(pencils,</u> <u>charcoal, inks,</u> <u>chalk, pastels,</u> <u>Computing</u> <u>software)</u></p> <ul style="list-style-type: none"> I can interpret the texture of a surface choosing suitable tools and techniques to convey this. I can show the effect of light from different directions. I can produce increasingly accurate drawings reflecting shape, proportion, expression, placement in a still position and in movement. I am understanding the concept of perspective. My sketches communicate emotions. I can explain why I have chosen specific effects. <p><i>Portrait drawings, reception to year 6.</i></p> |
| <p>Art & Design Artists and Designers</p> | <p>Georgia O'Keefe</p> | | <p>Benjamin Waterhouse Hawkins</p> | <p>Olly Moss Tad Carpenter</p> | <p>Samuel Earp</p> |

**Design
Technology**

**Mechanical
Systems: Pulleys
or gears
Evaluating
existing products**

- I can generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.
- I can test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- I understand that mechanical and electrical systems have an input, process and an output.
- I understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.
- I can investigate famous manufacturing and engineering companies relevant to the project.

Design

- I can develop a simple design specification to guide my thinking.
- I can develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

Make

- I can produce detailed lists of tools, equipment and materials; formulating step-by-step plans and if appropriate, allocate tasks within a team.
- I can select from and use a range of tools and equipment to make products that are accurately assembled and well finished; working within the constraints of time, resources and cost.

Evaluate

- I can compare the final product to the original design specification.
- I can consider the views of others to improve my work.

**Technical
Knowledge and
Understanding**

- I know and use technical vocabulary relevant to the project.

**Food: Celebrating
Culture and
Seasonality
Evaluating
existing products**

- I can generate innovative ideas through research discussion with peers and adults to develop a design brief and criteria for a design specification.
 - I can carry out sensory evaluations of a range of relevant products and ingredients; recording the evaluations using e.g. tables/graphs/charts such as star diagrams.
- Design**
- I can explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
 - I can use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.

Make

- I can write a step-by-step recipe, including a list of ingredients, equipment and utensils.
- I can select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- I can make, decorate and present the food product appropriately for the intended user and purpose.

Evaluate

- I can evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
- I understand how key chefs have influenced eating habits to promote varied and health diets

**Technical
Knowledge and
Understanding**

- I know how to use utensils and equipment including heat sources to prepare and cook food.
- I understand about seasonality in relation to food products and the sources of different food products.

**Textiles:
Combining
different fabric
shapes
Evaluating
existing
products**

- I can generate innovative ideas by carrying out research using surveys, interviews and questionnaires.
 - I can investigate and analyse textile products linked to my final product.
- Design**
- I can develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.
 - I can design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.

Make

- I can produce detailed lists of equipment and fabrics relevant to tasks.
- I can formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- I can select from and use a range of tools and equipment to make products that are accurately assembled and well finished; working within the constraints of time, resources and cost.

Evaluate

- I can compare the final product to the original design specification.
- I can test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.

**Technical
Knowledge and
Understanding**

- I can consider the views of others to improve my work.
- I know a 3D textile product can be made from a combination of accurately made pattern pieces.

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| | | | | | <ul style="list-style-type: none"> I know and use relevant technical and sensory vocabulary. | <p>fabric shapes and different fabrics.</p> <ul style="list-style-type: none"> I know fabrics can be strengthened, stiffened and reinforced where appropriate. |
| Spanish | <p>Our World</p> <p>Geography Spanish speaking countries, location, capital cities Q and A</p> | <p>The Solar System</p> <p>Planet names, descriptions with adjectives, location with prepositions</p> | <p>Wanted!</p> <p>Physical descriptions (using adjectives to describe hair, eyes etc)</p> | <p>In Fashion</p> <p>Clothing and descriptions of outfit, opinions.</p> | <p>Tell Me a Story When I grow up</p> <p>Talking about future wishes, future tense, story telling and drama</p> | <p>Culture Vulture</p> <p>Transition to secondary MFL, focus on Hispanic culture, review of learning</p> |
| Music | <p>String</p> <p>Ukulele Performing four chord.</p> <ul style="list-style-type: none"> I can identify 3 major chords on a tab. I can identify a minor chord on a tab. I can practice the 3 major chords, and a minor chord on a string instrument. | <p>String</p> <p>Ukulele Composing a song with four chords.</p> <ul style="list-style-type: none"> I can perform the 3 major chords, and a minor chord on a string instrument. I can improvise the 3 major chords, and a minor chord on a string instrument. I can produce a composition using 3 major chords and a minor chord on the ukulele and record these on a tab. | <p>Keyboards</p> <p>Piano Performing four chords on the keyboard.</p> <ul style="list-style-type: none"> I can identify 3 major chords and a minor chord on the keyboard and the stave. I can identify a major chord with a sharp note on the keyboard and the stave. I can practise the chords on the keyboard and stave. I can perform the chords on the keyboard using the stave. | <p>Keyboards</p> <p>Piano Creating a composition using four chords.</p> <ul style="list-style-type: none"> I can confidently practise the chords I have learnt showing fluency, control and accuracy in reading sheet music. I can confidently perform what I have learnt showing fluency, control, expression and accuracy in reading sheet music. I can improvise using 4 chords on the keyboard. I can produce a composition on the keyboard using 4 chords and interrelated dimensions of music as appropriate. | <p>Recording Software</p> <p>Creating a composition using recording software</p> <ul style="list-style-type: none"> I can identify the features of a recording software. I can practise how to use a piece of recording software. I can create a drum rhythm on a drum machine using a piece of recording software. I can produce a composition using recording software. | <p>Percussion</p> <p>Samba Conducting a personal composition to a group.</p> <ul style="list-style-type: none"> I can confidently practise a rhythm using different drums on the neutral clef. I can implement a rhythm using different drums on the neutral clef showing fluency, accuracy, control and expression on an untuned instrument. I can produce a composition on using different untuned percussion on the neutral clef and a range of different musical cue notes. I can conduct my composition within a small group. |
| Physical Education | <p>Football – fundamental movements & ball skills</p> <p>OAA – team building, problem solving map reading, independent orienteering</p> | <p>Rugby - movement & handling skills</p> <p>Hockey – movement & handling skills</p> <p>Gymnastics – travel (solo and partner), balance, rolls, body control</p> | <p>Basketball – team skills, ball handling</p> <p>Netball – team skills, ball handling</p> <p>Dance – Movement, creating choreography, performance</p> | <p>Handball – team skills, ball handling</p> <p>Gymnastics – rolling, flight, choreography, performance</p> | <p>Tennis - Striking a ball, racket grip, ball control</p> <p>Quick cricket – Striking a ball, throwing and catching, bowling a ball</p> <p>Dance – Movement, creating choreography, performance</p> | <p>Athletics – Running, jumping, throwing, technique, strength and stamina *Sports Day Practice</p> <p>Mindful Movement (Yoga type activities)</p> |
| PSHE (Jigsaw) | <p>Celebrating difference</p> <ul style="list-style-type: none"> I understand there are different perceptions about what normal means. I understand how having a disability could affect | <p>Healthy Me</p> <ul style="list-style-type: none"> I can take responsibility for my health and make choices that benefit my health and well-being. I know about different types of drugs and their uses and their effects on the body. | <p>Dreams & Goals</p> <ul style="list-style-type: none"> I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal). I can work out the learning steps I need to take to | <p>Relationships</p> <ul style="list-style-type: none"> I know that it is important to take care of my mental health. I know how to take care of my mental health. I understand that there are different | <p>Mental Health and Wellbeing: Resilience, stress and revision</p> | <ul style="list-style-type: none"> I am aware of my own self-image and how my body image fits into that. I can explain how girls' and boys' bodies change during puberty and understand the importance of |

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| | <p>someone's life.</p> <ul style="list-style-type: none"> I can explain some of the ways in which one person or a group can have power over another. I know some of the reasons why people use bullying behaviours. I can give examples of people with disabilities who lead amazing lives. I can explain ways in which difference can be a source of conflict and a cause for celebration. | <p>particularly the liver and heart.</p> <ul style="list-style-type: none"> I understand that some people can be exploited and made to do things that are against the law. I know why some people join gangs and the risks this involves. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I can recognise stress and the triggers that cause this and I understand how stress can cause alcohol misuse. | <p>reach my goal and understand how to motivate myself to work on these.</p> <ul style="list-style-type: none"> I can identify problems in the world that concern me and talk to other people about them. I can work with other people to help make the world a better place. I can describe some ways in which I can work with other people to help make the world a better place. I know what some people in my class like or admire about me and can accept their praise. | <p>stages of grief and that there are different types of loss that cause people to grieve.</p> <ul style="list-style-type: none"> I can recognise when people are trying to gain power or control. I can judge whether something online is safe and helpful for me. I can use technology positively and safely to communicate with my friends and family. | <p>looking after yourself physically and emotionally.</p> <ul style="list-style-type: none"> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I am aware of the importance of a positive self-esteem and what I can do to develop it. I can identify what I am looking forward to and what worries me about the transition to secondary school. | |
| Religious Education | <p style="text-align: center;">Islam</p> <p style="text-align: center; color: red;">What is the best way for a Muslim to show commitment to God?</p> <ul style="list-style-type: none"> I can describe how different practise enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can explain why their might be different ways of showing commitment to God. | <p style="text-align: center;">Christianity Incarnation</p> <p style="text-align: center; color: red;">What is the most significant part of the nativity story for Christians today?</p> <ul style="list-style-type: none"> I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in say whether or not I feel this relates to Jesus. | <p style="text-align: center;">Christianity Salvation</p> <p style="text-align: center; color: red;">Is anything ever eternal?</p> <ul style="list-style-type: none"> I can explain why Christians believe some things are eternal and the difference this makes for them. I can give my own answers as to whether anything is eternal and give my reasons. | <p style="text-align: center;">Christianity</p> <p style="text-align: center; color: red;">Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <ul style="list-style-type: none"> I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments. | <p style="text-align: center;">Christianity Kingdom of God</p> <p style="text-align: center; color: red;">For Christians, what kind of king is Jesus?</p> <ul style="list-style-type: none"> I can explain the connection between biblical texts and the 'Kingdom of God.' I can consider different possible meanings and interpretations for biblical texts. I can explain different ways that Christians put their belief in the Kingdom of God into practice. I can relate the Christian response to issues in the world today. (e.g. the kingdom of God is loving, serves the needy etc.) I can give my own response to the importance of love and service in the world today. | <p style="text-align: center;">Christianity Creation/Fall</p> <p style="text-align: center; color: red;">Creation and science: conflicting or complementary?</p> <ul style="list-style-type: none"> I can consider how Christians would interpret Genesis 1 and how this might differ from how others interpret it. I can make clear connections between Genesis 1 and the Christian idea of God as a creator. I can understand how many Christians find that Science and Faith can go together well. I can evaluate how key ideas of Genesis 1 are complementary or conflicting with a scientific account. |

Outdoor Learning Opportunities:

| Place | Location | Activity |
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| School | Outside playground | Shakleton's adventures - children to work in teams to put up tents and take on roles within Shakleton's team. |
| Seafront | By the Sovereign Centre | Geographical fieldwork - looking at erosion of beach, need for dredging, purpose of groynes. |
| School | Outside playground | Science - human reenactment of the circulatory system. |

Visitors:

| Visitor | Activity |
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| Katherine WW2 expert | Term 1 Fabulous finish WW2 day with artefacts; finding out about some of the people who were in Eastbourne during WW2; giving each child a 'character' – a real person (probably a child) in Eastbourne and imagine their journey; listening to radio broadcasts from the time; looking at the realities of what it was like being evacuated, rationing etc; and craft activities. |

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| Secondary age children | Term 6 Secondary children to visit year 6 classes to talk about what to expect and support with transition to secondary school. |
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| Cross-Curricular Texts: | | |
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| Subject | Text | Title, Author and Synopsis |
| History - Children in WW2 Evacuation | Letters from the Lighthouse | February, 1941. After months of bombing raids in London, twelve-year-old Olive Bradshaw and her little brother Cliff are evacuated to the Devon coast. Follows the journey of two evacuated siblings and their experiences living during WW2 in London and by the coast. Mysterious plot includes a missing sister, code-breaking and wartime spies. |
| General | Wonder | Born with a terrible facial abnormality, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school - and he's dreading it. All he wants is to be accepted - but can he convince his new classmates that he's just like them, underneath it all? A story that teaches children all about acceptance, bravery, kindness, equality and resilience. |