Welcome to Year 6. This Curriculum Handbook provides information on routines and expectations within the year group and a summary of what your child will be learning during the academic year 2013 – 2014.

We hope that you will find this information helpful in supporting your child at home and at school.

Year 6 Team
Routines and Expectations
Year 6 is a very important year in your child’s education as it marks the end of their Primary school career. Therefore, we would appreciate your support in helping to prepare your child for Year 7 and their journey into Key Stage 3. Throughout the year we will be encouraging your child to become independent, responsible and organised individuals.

- School uniform must be worn properly at all times. Shirts need to be tucked in. Black leather ‘office style’ shoes should be worn. Girls whose hair is shoulder length or longer must tie their hair up.
- Registration takes place daily between 07:40hrs – 07:50hrs. After 07:50hrs children are considered as ‘Late’. Please ensure your child is punctual as this sets a good example and ensures they are ready for the day.
- Your child will be given a copy of their timetable. Please encourage them to pack their own bags accordingly for the following day and to leave books that they do not need in lockers or at home.
- Children should bring their pencil cases to school every day, equipped with pencils, pens, scissors, glue and a ruler. Children can also keep other equipment, such as instrument boxes and colouring pencils in their lockers.
- Children should also have a dictionary in school, which they can use whenever necessary.
- Please ensure all clothing is labelled with your child's name and class.
- Children should wear their PE kit to school on PE mornings and bring their uniform in a bag to change into afterwards. Again we ask that your child takes responsibility for packing their own bags.
- If your child is not doing PE or swimming, they need to be medically exempt (doctor's note). Generally, if children are well enough to be in school, then they are well enough to participate. As swimming is a vital life skill, students are expected to make up missed swimming lessons, even if this means joining another class.
- Your child must have their school hats every day, as the school has a ‘NO Hat – NO Play’ policy.
- Please provide a note or medical certificate if your child is absent from school.
- It is vital that you contact the class teacher if you have any questions or concerns about your child at the first possible opportunity. This can be done via your child’s Student Planner or by speaking to the teacher at the end of the school day. Appointments can also be made with the class teacher by phoning the School Office. We want to ensure that your child feels secure in the school environment so please do not hesitate to get in touch.
- Children work in ability groups for English and Mathematics; all working towards the same objective, but having different tasks to complete, e.g. written, practical, or oral. So do not worry if your child has done something different in class to another. In Mathematics lessons, the year group will be divided into ability groups. Each group will be covering the same learning objective in different ways.
Class and School Rewards
In Key Stage 2, we reward good behaviour and work. If your child receives 5 points, they will receive a merit. They will also be awarded bronze (25 merits), silver (50 merits) and gold (75 merits) awards by the Principal/Head of Primary.

Homework
In Year 6 your child will receive homework every day, either from the class teacher or specialist teachers. This will be recorded in the Student Planner alongside the ‘due date’. Please help your child to prioritise their time to ensure homework is completed on time and to a high standard. Student Planners should be signed by Parents and Teachers at the end of each week. If no homework is set then this will also be written in planners.

Please ensure that your child reads frequently at home (10 to 15 minutes every day), and takes every possible opportunity to listen and speak in English. Children should also be responsible for recording their reading in the Student Planners at home and school.

Recording Reading
Parents are expected to listen to their child read as often as possible. In the Student Planner there is a section called ‘Description of Work’ for primary students to record their reading and homework details for every day of the week. The reading record should include thoughts on the text assigned by the teacher. This record will help both teachers and parents to monitor reading progress.

Parents, or a more experienced reader, should listen to the child for at least 15 minutes each day.

In listening to the child read, please bear in mind the following:

- Discuss the book prior to reading. Look and discuss the cover and any illustrations. Read the name of the author and any other relevant information.
- Note down any words that the child has difficulty with in the box provided.
- After/during reading, ask open questions to encourage comprehension and understanding. Example: “What do you think this story is really about?” or “Which is your favourite / least favourite character in this story? Why?” Use words like why, where, what, when and how.
- Discuss characters, plot and setting.
- Discuss whether the child enjoyed the book. Did they find it easy or hard? Why?

If the child is reading a non-fiction book or a playscript, please make sure to point out the characteristics specific to these types of text. Non-fiction books usually include a table of contents, index, diagrams, headings and captions. Playscripts rely heavily on
dialogue with stage directions, etc. Using different voices and reading with emphasis is an important element of drama. Children should be using pitch, volume and rhythm to read the parts fluently and with feeling.

Please record each book read and write comments in the box provided. Here is an example of how an able reader should record their reading:

**Reading Record:** “Jungle Shorts” by Irene Rawnsley

I really liked this story because it is about football and it is really funny! Lenny’s mother can only buy jungle patterned shorts instead of proper shorts which is really awful. It is okay though because his friends do something to make him feel better and he is not embarrassed anymore.

**HANDWRITING STYLE**

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a b c d e f g h i j k l m
n o p q r s t u v w x y z

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
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The fox ran behind the dustbin and jumped on the fence. It leaped into the tree and ran along a branch. It jumped down and disappeared through the hedge. The fox looked around, slipped inside a shed and hid between some old boxes.
Cambridge Checkpoint Examinations
It is the policy of Tenby Schools to enter your child for the Cambridge Checkpoint Examinations in English, Mathematics and Science. These give an overview of your child’s ability at the end of Key Stage 2. Your child will be preparing for these examinations throughout their day to day schooling. Please do not worry about these examinations, as the content will be covered in the curriculum and there is no pass or fail grade.

Closer to the time, you will be invited to a Parents’ Information Meeting regarding the examinations.

We look forward to meeting you and working closely together in order for your child to flourish and reach their potential.
Curriculum
Core Learning in English

Most children learn:

**Speaking**
- Use a range of oral techniques to present persuasive arguments and engaging narratives
- Participate in whole-class debate using the conventions and language of debate, including standard English
- Use the techniques of dialogic talk to explore ideas, topics or issues

**Listening and responding**
- Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose
- Analyse and evaluate how speakers present points effectively through use of language and gesture
- Listen for language variation in formal and informal contexts
- Identify the ways spoken language varies according to differences in the context and purpose of its use

**Group discussion and interaction**
- Consider examples of conflict and resolution, exploring the language used
- Understand and use a variety of ways to criticize constructively and respond to criticism

**Drama**
- Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires
- Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters’ ideas and building tension
- Devise a performance considering how to adapt the performance for a specific audience

**Word structure and spelling**
- Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words
- Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen

**Understanding and interpreting texts**
- Appraise a text quickly, deciding on its value, quality or usefulness
- Understand underlying themes, causes and points of view
- Understand how writers use different structures to create coherence and impact
- Explore how word meanings change when used in different contexts
- Recognise rhetorical devices used to argue, persuade, mislead and sway the reader

**Engaging with and responding to texts**
- Read extensively and discuss personal reading with others, including in reading groups
- Sustain engagement with longer texts, using different techniques to make the text come alive
- Compare how writers from different times and places present experiences and use language

**Creating and shaping texts**
- Set their own challenges to extend achievement and experience in writing
- Use different narrative techniques to engage and entertain the reader
- In non-narrative, establish, balance and maintain viewpoints
- Select words and language drawing on their knowledge of literary features and formal and informal writing
- Integrate words, images and sounds imaginatively for different purposes

**Text structure and organisation**
- Use varied structures to shape and organise text coherently
- Use paragraphs to achieve pace and emphasis

**Sentence structure and punctuation**
- Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways
- Use punctuation to clarify meaning in complex sentences

**Presentation**
- Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style
- Select from a wide range of ICT programs to present text effectively and communicate information and ideas
Core Learning in English
Year 6 progression to Year 7

Most children learn:

**Speaking**
- Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas
- Tailor the structure, vocabulary and delivery of a talk or presentation so that it is helpfully sequenced and supported by gesture or other visual aid as appropriate
- Use standard English consistently in formal situations and promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument

**Listening and responding**
- Listen for and recall the main points of a talk, reading or TV programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed
- Identify the main methods used by presenters to explain, persuade, amuse or argue a case, e.g. emotive language
- Investigate differences between spoken and written language structures

**Group discussion and interaction**
- Adopt a range of roles in discussion, including acting as a spokesperson, and contribute in different ways such as promoting, opposing, exploring and questioning
- Identify and report the main points emerging from discussion
- Acknowledge other people’s views, justifying or modifying their own views in the light of what others say
- Work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas

**Drama**
- Develop drama techniques to explore in role a variety of situations and texts or respond to stimuli
- Develop drama techniques and strategies for anticipating, visualising and problem solving in different learning contexts
- Work collaboratively to devise and present scripted and unscripted pieces that maintain the attention of an audience, and reflect on and evaluate their own presentations and those of others
Word structure and spelling
- Revise, consolidate and secure knowledge of correct vowel choices, pluralisation, prefixes, word endings and high frequency words
- Record and learn from personal errors, corrections, investigations, conventions, exceptions and new vocabulary
- Draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns

Understanding and interpreting texts
- Locate resources for a specific task, appraising the value and relevance of information and acknowledging sources
- Read between the lines and find evidence for their interpretation
- Identify how print, images and sounds combine to create meaning
- Infer the meanings of unknown words using syntax, context, word structures and origins
- Identify the ways writers of non-fiction match language and organisation to their intentions

Engaging with and responding to texts
- Read a range of recent fiction texts independently as the basis for developing critical reflection and personal response
- Explore the notion of literary heritages and understand why some texts have been particularly influential or significant
- Write reflectively about a text, distinguishing between the attitudes and assumptions of characters and those of the author and taking account of the needs of others who might read it

Creating and shaping texts
- Independently write and present a text with the reader and purpose in mind
- Use a range of narrative devices to involve the reader
- Identify criteria for evaluating a situation, object or event, presenting findings fairly and adding persuasive emphasis to key points
- Experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme

Text structure and organisation
- Organise ideas into a coherent sequence of paragraphs
- In non-chronological writing, introduce, develop and conclude paragraphs appropriately
Sentence structure and punctuation

- Extend their use and control of complex sentences by deploying subordinate clauses effectively
- Use punctuation to convey and clarify meaning and to integrate speech into longer sentences
- Use standard English confidently and consistently in formal writing, with awareness of the differences between spoken and written language structures

Presentation

- Review the legibility and neatness of their handwriting
- Set personal targets to improve presentation, using a range of presentational devices, on paper and on screen
Core Learning in Mathematics

Most children learn:

Using and applying mathematics
- Solve multi-step problems, and problems involving fractions, decimals and percentages; choose and use appropriate calculation strategies at each stage, including calculator use
- Tabulate systematically the information in a problem or puzzle; identify and record the steps or calculations needed to solve it, using symbols where appropriate; interpret solutions in the original context and check their accuracy
- Suggest, plan and develop lines of enquiry; collect, organise and represent information, interpret results and review methods; identify and answer related questions
- Represent and interpret sequences, patterns and relationships involving numbers and shapes; suggest and test hypotheses; construct and use simple expressions and formulae in words then symbols (e.g. the cost of c pens at 15 pence each is 15c pence)
- Explain reasoning and conclusions, using words, symbols or diagrams as appropriate

Counting and understanding number
- Find the difference between a positive and a negative integer, or two negative integers, in context
- Use decimal notation for tenths, hundredths and thousandths; partition, round and order decimals with up to three places, and position them on the number line
- Express a larger whole number as a fraction of a smaller one (e.g. recognise that 8 slices of a 5-slice pizza represents $\frac{8}{5}$ or $1\frac{3}{5}$ pizzas); simplify fractions by cancelling common factors; order a set of fractions by converting them to fractions with a common denominator
- Express one quantity as a percentage of another (e.g. express £400 as a percentage of £1000); find equivalent percentages, decimals and fractions
- Solve simple problems involving direct proportion by scaling quantities up or down

Knowing and using number facts
- Use knowledge of place value and multiplication facts to 10 × 10 to derive related multiplication and division facts involving decimals (e.g. 0.8 × 7, 4.8 ÷ 6)
- Use knowledge of multiplication facts to derive quickly squares of numbers to 12 × 12 and the corresponding squares of multiples of 10
- Recognise that prime numbers have only two factors and identify prime numbers less than 100; find the prime factors of two-digit numbers
- Use approximations, inverse operations and tests of divisibility to estimate and check results

**Calculating**
- Use efficient written methods to add and subtract integers and decimals, to multiply and divide integers and decimals by a one-digit integer, and to multiply two-digit and three-digit integers by a two-digit integer
- Relate fractions to multiplication and division (e.g. $6 \div 2 = \frac{1}{2}$ of 6 = $6 \times \frac{1}{2}$); express a quotient as a fraction or decimal (e.g. $67 \div 5 = 13.4$ or $13\frac{2}{5}$); find fractions and percentages of whole-number quantities (e.g. $\frac{5}{8}$ of 96, 65% of £260)
- Use a calculator to solve problems involving multi-step calculations

**Understanding shape**
- Describe, identify and visualise parallel and perpendicular edges or faces; use these properties to classify 2-D shapes and 3-D solids
- Make and draw shapes with increasing accuracy and apply knowledge of their properties
- Visualise and draw on grids of different types where a shape will be after reflection, after translations, or after rotation through $90^\circ$ or $180^\circ$ about its centre or one of its vertices
- Use coordinates in the first quadrant to draw, locate and complete shapes that meet given properties
- Estimate angles, and use a protractor to measure and draw them, on their own and in shapes; calculate angles in a triangle or around a point

**Measuring**
- Select and use standard metric units of measure and convert between units using decimals to two places (e.g. change 2.75 litres to 2750 ml, or vice versa)
- Read and interpret scales on a range of measuring instruments, recognising that the measurement made is approximate and recording results to a required degree of accuracy; compare readings on different scales, for example when using different instruments
- Calculate the perimeter and area of rectilinear shapes; estimate the area of an irregular shape by counting squares

**Handling data**
- Describe and predict outcomes from data using the language of chance or likelihood
- Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask
- Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts
- Describe and interpret results and solutions to problems using the mode, range, median and mean
Core Learning in Mathematics

Year 6 progression to Year 7

Most children learn:

Using and applying mathematics
- Solve problems by breaking down complex calculations into simpler steps; choose and use operations and calculation strategies appropriate to the numbers and context; try alternative approaches to overcome difficulties; present, interpret and compare solutions
- Represent information or unknown numbers in a problem, for example in a table, formula or equation; explain solutions in the context of the problem
- Develop and evaluate lines of enquiry; identify, collect, organise and analyse relevant information; decide how best to represent conclusions and what further questions to ask
- Generate sequences and describe the general term; use letters and symbols to represent unknown numbers or variables; represent simple relationships as graphs
- Explain and justify reasoning and conclusions, using notation, symbols and diagrams; find a counter-example to disprove a conjecture; use step-by-step deductions to solve problems involving shapes

Counting and understanding number
- Compare and order integers and decimals in different contexts
- Order a set of fractions by converting them to decimals
- Recognise approximate proportions of a whole and use fractions and percentages to describe and compare them, for example when interpreting pie charts
- Use ratio notation, reduce a ratio to its simplest form and divide a quantity into two parts in a given ratio; solve simple problems involving ratio and direct proportion (e.g. identify the quantities needed to make a fruit drink by mixing water and juice in a given ratio)

Knowing and using number facts
- Consolidate rapid recall of number facts, including multiplication facts to $10 \times 10$ and the associated division facts
- Recognise the square roots of perfect squares to $12 \times 12$
- Recognise and use multiples, factors, divisors, common factors, highest common factors and lowest common multiples in simple cases
- Make and justify estimates and approximations to calculations
Calculating

- Understand how the commutative, associative and distributive laws, and the relationships between operations, including inverse operations, can be used to calculate more efficiently; use the order of operations, including brackets
- Consolidate and extend mental methods of calculation to include decimals, fractions and percentages
- Use standard column procedures to add and subtract integers and decimals, and to multiply two-digit and three-digit integers by a one-digit or two-digit integer; extend division to dividing three-digit integers by a two-digit integer
- Calculate percentage increases or decreases and fractions of quantities and measurements (integer answers)
- Use bracket keys and the memory of a calculator to carry out calculations with more than one step; use the square root key

Understanding shape

- Use correctly the vocabulary, notation and labelling conventions for lines, angles and shapes
- Extend knowledge of properties of triangles and quadrilaterals and use these to visualise and solve problems, explaining reasoning with diagrams
- Know the sum of angles on a straight line, in a triangle and at a point, and recognise vertically opposite angles
- Use all four quadrants to find coordinates of points determined by geometric information
- Identify all the symmetries of 2-D shapes; transform images using ICT
- Construct a triangle given two sides and the included angle

Measuring

- Convert between related metric units using decimals to three places (e.g. convert 1375 mm to 1.375 m, or vice versa)
- Solve problems by measuring, estimating and calculating; measure and calculate using imperial units still in everyday use; know their approximate metric values
- Calculate the area of right-angled triangles given the lengths of the two perpendicular sides, and the volume and surface area of cubes and cuboids

Handling data

- Understand and use the probability scale from 0 to 1; find and justify probabilities based on equally likely outcomes in simple contexts
- Explore hypotheses by planning surveys or experiments to collect small sets of discrete or continuous data; select, process, present and interpret the data, using ICT where appropriate; identify ways to extend the survey or experiment
- Construct, interpret and compare graphs and diagrams that represent data, for example compare proportions in two pie charts that represent different totals
Write a short report of a statistical enquiry and illustrate with appropriate diagrams, graphs and charts, using ICT as appropriate; justify the choice of what is presented.
IPC Unit Study (Term 1)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum of your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: Space Explorers (Astronomy and Space)

During this unit we will be focusing on Science, History, Art, Technology and International. We will be concentrating on the Earth, its Moon and Sun although we might take this a little further and look at the planets of the solar system and even the other stars in our galaxy.

In Science, we will be finding out about:
- How to make a pinhole viewer to record the size of the Sun and the Moon
- How to compare the size of the planets and their distance from the Sun
- The movements of the Earth, Sun and Moon and how they affect us
- How to classify rocks and comparing rocks on Earth with those on the Moon
- How craters are formed and the forces that are involved
- How to make a spectrometer to find out about light and what it contains
- How light travels
- How to create a timeline to show the life cycle of a star
- More about the planets in our solar system

In History, we will be finding out about:
- What people in the past used to think about the Earth, Sun and Moon
- Galileo and his findings about the Earth, Sun and Moon
- The constellations and the stories that they tell
- How to make a timeline to show some of the important events in the history of astronomy and space
In Art, we will be finding out about:
- Nebulae and how we can capture their shape, colour and patterns in art
- Satellites and how we can create our own satellite images

In Technology, we will be finding out about:
- The technology that is being used to explore Mars
- How to design and make our own vehicle to explore a planet’s surface

In International, we will be finding out about:
- The International Space Station (ISS)
- How to create our own Voyager golden record to send into space

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking how well your child has learned through particular activities and by asking children to explain their work.

**Theme: Weather and Climate**

During this unit we will be focusing primarily on Geography with some Technology, ICT and International aspects.

In Geography, we will be finding out about:
- Weather and climate in different parts of the world
- Weather processes and patterns
- How human activities in different regions are affected by weather and climate
- Using maps, globes, aerial photographs and satellite images
- Setting up a weather station and keeping records
- The Earth in space
- Carrying out investigations

In Technology, we will be finding out about:
- Designing instruments to measure wind speed and direction
- Designing and making a hat

In ICT, we will be:
- Using the Internet to explore our world’s weather
- Using e-mail to enquire about weather in other countries
- Using ICT to produce weather reports and safety posters

In International, we will be:
- Investigating global climate concerns, issues and solutions
- Finding out about laws to protect our atmosphere and environments
- Finding out about agreements between countries to solve environmental
problems

How you can help:
It may be useful to listen to or watch the news and weather forecasts with your child. Children may also be asked, on occasion, to bring in small items from home.

We already know the interest you take in your child’s work. If you can, please discuss with your child the work they have done as the term progresses.

If your child has some work to research please help them – but without actually doing the work! If you have the chance to further their interest in the ideas of this theme please take it – but your enthusiasm and interest are most important.

By the end of the units, we hope your child has achieved all of the learning targets. We hope they have had an enjoyable time in the classroom. And we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch.
IPC Unit Study (Term 2)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

**Theme: The Physical World**

During this unit we will be focusing on Science, Technology, International aspects and ICT.

In Science, we will be finding out about:
- What keeps our feet on the ground
- Other forces that act upon us
- How to identify and measure forces
- How forces act on everyday life
- Sources of energy and how they are used
- How to use electricity as a source of power
- Magnetism: how and why magnets work
- How light travels and how we see
- How sound travels and how we hear

In Technology, we will be finding out about:
- How to solve problems to understand how everyday objects work
- How people use technology
- How to design and make models and games

In ICT, we will be finding out about:
- Word-processing packages
- How to give a multi-media presentation
- How to research using the Internet
• How to use ICT to control events

In International, we will be finding out about:

• How different countries use various sources of energy
• Where important technological developments originated historically and how they have spread around the world
• International aid agencies and their work

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will work individually, with a friend, in a small group or as a part of a large group, researching, interpreting, designing and making and presenting information and ideas to others to develop speaking and listening skills.

We will be checking, assessing and evaluating how well your child has learned through particular activities throughout the unit and by asking children to explain their work.

How you can help:
We may ask for your support in helping your child with this unit in different ways. Please support and advise your child with your interest, experiences and enthusiasm, but do not complete the work on his or her behalf! Children may be asked, on occasion, to bring in items from home, especially junk materials to recycle during our model making activities!

Theme: Sex and Relationships (Linked to Science topic – The Human Body)

During this unit we will be focusing on Science, Society and International issues.

In Science, we will be finding out about:

• How male and female bodies grow and develop
• The changes that take place during puberty for boys and girls
• How humans reproduce
• How a baby develops inside its mother
• Different methods of contraception

In Society, we will be finding out about:

• Different types of relationship
• The personal and social factors that can influence our lifestyle decisions
• Love and what it means to different relationships

In International, we will be finding out about:

• Different views that some cultures and countries have about growing up
All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking how well your child has learned through particular activities, and by asking children to explain their work, perhaps to you.

**How you can help:**
We already know the interest you take in your child’s work. If you can, please discuss with your child the work they have done as the term progresses. If your child has some work to research, please help them – but without actually doing the work! If you have the chance to further their interest in the ideas of this theme, please take it – but your enthusiasm and interest are most important.

By the end of the units, we hope your child has achieved all the learning targets. We hope they have had an enjoyable time in the classroom. And we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
IPC Unit Study (Term 3)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum of your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

**Theme: Rulers and Governments**

During this unit we will be focusing on Society, etc. and ICT.

In Society, we will be finding out about:
- Different types of government
- How our host country is governed
- How our home country is governed
- Important international organisations
- How governments protect and punish

In History, we will be finding out about:
- Significant world leaders from the past and present
- The origins of some forms of government
- How and why empires have been established
- How and why some revolutions have happened

We will find out other ways in which governments affect the lives of people and how they affect the independence and interdependence of countries. We will also be finding out about how ICT can be used to research, organise and record our work.

When they do this work, children will be:
- Voting
- Campaigning
- Communicating
The information is correct at the time of publication (September 2013) and may be subject to change without prior notice

- Interpreting
- Evaluating
- Researching
- Sequencing
- Presenting
- Debating
- Asking and answering questions
- Challenging
- E-mailing and faxing

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you.

**How you can help:**

Listen to or watch the news with your child and talk about the different countries mentioned and the different kinds of government that rule them. Ask your child about the similarities and differences between the governments of your host and home countries. Tell your child any stories or anecdotes you know about past leaders.

**Theme: Energy and Fuels**

During this unit we will be focusing on Geography, Technology, Information and Communication Technology (ICT), Science and International issues. We will be concentrating on the need and importance of replacing fossil fuels as our primary method of energy production.

In Geography, we will be:
- Looking at alternative ways of generating energy
- Finding out why sustainable energy is replacing fossil fuel
- Considering why sustainable energy cannot meet all our needs
- Finding out whether we could make more use of sustainable energy
- Measuring the wind speed and sunlight reaching the school
- Informing the school of ways to save energy

In ICT, we will be:
- Exploring sustainable energy around the world
- Evaluating websites that give us energy information

In Science, we will be:
- Comparing different ways of generating energy
- Making solar heat, and our own windmills
• Exploring energy and forces through home-made vehicles, pneumatics and hydraulics
• Ways of making energy savings
• Making energy pledges

In Technology, we will be:
• Making some devices that need energy to go
• Exploring our own use of energy
• Finding out which materials absorb and reflect energy

Internationally, we will be:
• Looking at energy use around the world
• Looking at how the actions of some countries affect others

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking how well your child has learned through particular activities, and by asking children to explain their work, perhaps to you.

**How you can help:**
We already know the interest you take in your child’s work. If you can, please discuss with your child the work they have done as the term progresses. If your child has some work to research, please help them – but without actually doing the work! If you have the chance to further their interest in the ideas of this theme, please take it – but your enthusiasm and interest are most important.

In particular, please discuss with your children any energy related issues which crop up in the news during our work on this theme.

By the end of the units, we hope your child has achieved all the learning targets. We hope they have had an enjoyable time in the classroom. And we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
Agama (For Malaysian Muslim Students Only)

Term 1
Tawheed
- The Five Pillars of Islam
- The Attributes of Allah
- Creation
- Preparing for the Hereafter

Moral and Ethics
- Patience and Perseverance
- Intention
- Responsibility and Behaviour
- Tolerance
- Sacrifice for the sake of Allah

Term 2
History
- Nabi Nuh
- Nabi Hud
- Nabi Muhammad
- Sahaabah

Term 3
Essentials and Practices
- Najaasat
- Tayammum
- Ghusl
- Sajdah Tilawah
- Postures of Salaah
- Rules of Azaan and Iqaamah
- Halal and Haraam Foods
- Fasting
Art

Term 1
People in Action
In this unit, children explore how to convey movement in their work. They explore dynamic activities such as sport, dance, drama and music as a starting point for making work in two dimensions. They look at how the idea of movement is shown in different kinds of art, such as photography, illustrations, cartoons, paintings, prints, and experiment with different methods and techniques to show movement.

Term 2
Costume Design
In this unit, children investigate headwear and costume worn in different times and cultures, including theatre costume. They use this as a starting point for designing and making a piece of headwear for a character in a story, using a range of textiles and other materials.

Term 3
Landscape
In this unit, children explore the rural and/or urban landscape as a starting point for two-dimensional work. They record their observations through drawing and photography. They use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting. They consider the ideas, methods and approaches of artists who have responded to landscapes in different ways.

Note:
Each term, half a term is devoted to Art and half to Design Technology (DT). Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.
Design Technology (DT)

Term 1
Electronics & Control – Lights
Students design and make a light for a specific purpose

Term 2
Structures – Bridges
In this unit, children will look at different bridge designs. They will learn about the features that make bridge structures strong and stable and have the opportunity to design and make their own bridge.

Term 3
Textiles – Keychains
The focus of this unit is to develop children’s ability to join fabrics and produce a quality finish. They learn about different stitches and their uses.

Note:
Each term, half a term is devoted to Art and half to DT. Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.
French

Term 1
- Revision of Greetings and introductions
- Revision of classroom language
- Numbers 31-69
- Places around town
- Giving directions
- Prepositions of place

Term 2
- Snack food
- School canteen food
- Mealtimes
- Flavours and fillings
- Healthy eating

Term 3
- Shops and shopping
- At a café/Restaurant
- Prices/The Euro
- Time
- Pronouns
- Present tense verbs (regular -er verbs)
- Nouns and gender in French

Textbook:
Comète 2 Student Book Units 4-6
Comète 2 Workbook Units 4-6

French Dictionary
Information and Communications Technology (ICT)

**Term 1**

**Tenby International School Promotional Film**
The students will plan, record and edit a short film using a combination of photographs, video footage, text and graphics to promote the school. The students are not only introduced to video editing, but also to managing a project effectively.

**How The Film Was Made**
The students will reflect on the previous half term’s work and create a multimedia presentation about how they worked on the film. This will allow them to show the hard work involved in creating a short film and how they managed any issues that arose.

**Term 2**

**The Tourists’ Guide To…**
The students will identify a suitable tourist location, do some research using advanced search criteria and present their work using either word processing or desktop publishing. Students have to consider how to make their location as appealing as possible by utilizing suitable images, text and structure.

**Social Media**
The students are introduced to the world of social media. They will investigate the different types of social media, how they are used by people and companies as well as the issues that surround them. They will be exposed to news stories about the pitfalls of using social media for the young and how to keep safe when using it.

**Term 3**

**Spreadsheet Modelling**
The students continue to learn about modelling using spreadsheets by using ‘what if’ questions. They will explore how simple changes to the model can affect the results given.

**Computer Coding**
The students will be introduced to computer coding. They will explore some of the many computer languages in use today and how they differ in their structure and syntax. They will start to use some of the simpler languages to create working programs.
Malay

Term 1
Topic
- Zoo
- Pet's world

Language Systems
- Suffix, Prefix and Affix
- Conjunctions

Comprehension
- Reading texts

Writing
- Directed writing – memo
- Directed writing – postcard

Speaking
- Presentation of discussion topic
- Role play of telephone conversation

Term 2
Topic
- Plants
- Sports’ Day
- Stories (Book Week: Story telling)

Language Systems
- Phrases
- Simple sentences and compound sentences

Comprehension
- Reading texts

Writing
- Directed writing of short story

Speaking
- Presentation of discussion topic
- Speech – presentation on a topic or story telling
Term 3

Topic
- Birthday celebrations
- Occupations

Culture Learning
- Introduce Malaysian traditional costumes

Language Systems
- Types of sentences
- Idioms

Comprehension
- Reading texts

Writing
- Directed writing of short story in 50 – 70 words
- Simple informal letter writing

Speaking
- Speech – presentation on a topic
- Role play
Mandarin (Beginner)

Term 1
- School subjects
- Stationery
- Daily activity

Term 2
- Negative sentences
- Giving instructions
- Snack

Term 3
- Western and Chinese food
- Animals
- Fruits
Mandarin (Intermediate)

Term 1
- Ambitions and occupations
- Work places
- Conjunction words

Term 2
- Transportation
- Verb
- Time

Term 3
- Colours
- Clothing
- Weather
Mandarin (Advanced)

Term 1
- Greeting
- Friends
- Numbers in Chinese
- Radicals
- Month and date

Term 2
- Name and surname
- Nationality and country
- Radicals
- My friend’s family

Term 3
- Occupations
- My family members
- Countries
Music

Term 1
Roundabouts – Exploring Rounds
- Gnossienne no. 3 – Satie’s scales
- Relay race
- A round relay
- Nanuma
- Around Nanuma
- Junkanoo

Journey Into Space – Exploring Sound Sources
- Loopy weather
- Exploring loops
- Electronic sounds
- In the sequencer
- Sounds of the future
- Loop to the future

Term 2
Songwriter – Exploring Lyrics and Melody
- I wanna sing scat
- Moody music
- The blues
- Blues improvisation
- Lyrical blues
- The class blues

Cyclic Patterns – Exploring Rhythm and Pulse
- Listening to cyclic patterns – cyclic winds
- Introducing gamelan
- Gamelan melody
- Adding contrast
- Gamelan style
- Performing gamelan

Term 3
Stars, Hide Your Fires – Performing Together
- Silver and gold
- Make new friends
- Remember your friends
- Complete the song
- Prepare to perform
Performance

Who Knows – Exploring Music Processes
- It’s a start – the society raffles
- Sound track
- Musical cartoons
- Score it up
- Music for the movies
- Subub surprises the burglar
### Physical Education

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<th>Year 6</th>
<th>2nd September – 11th October</th>
<th>21st October – 6th December</th>
<th>6th January – 28th February</th>
<th>3rd March – 11th April</th>
<th>28th April – 13th June</th>
<th>16th June – 25th July</th>
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Personal, Social, Health and Economic Education (PSHE)

The curriculum is aims led, flexible and coherent. The aims place personal development and the acquisition of personal, learning and thinking skills at the heart of the curriculum.

The curriculum will enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Unit 1: Recycling

Topic Overview
This unit aims to develop students’ awareness of recycling and their responsibilities as citizens. They will explore the topical issues around recycling and what young people can do. They will have the opportunity to develop a recycling campaign of their own using recycled materials to produce a piece of wearable art.

Unit 2: Sex and Relationships

Topic Overview
This unit aims to develop students’ knowledge of the physical changes that occur during puberty and the reproductive system. Children will explore different relationships and the sexual risks that need to be considered, with a focus on HIV/AIDS.

Unit 3: Respect and the Community

Topic Overview
This unit will focus on students being citizens and their rights and responsibilities. Initially there will be a focus on personal safety and where to go in an emergency. Issues around democracy, voting and government will be discussed.