

Curriculum Guide

November 2018

Year 6

We want our pupils to care sincerely for others, for themselves and for the world around them.

Dear Parents,

In the next few weeks the students will be busy as we cover the learning outcomes of different subjects.

CURRICULUM

Our main aims over the next coming weeks are:



ENGLISH: Family Matters

The focus of this unit is family dynamics and stereotyping. Learners will have the opportunity to explore unconventional family situations through studying three different text genres. This unit challenges learners to create and present their own texts, as well practice reading a play, working on their characterization skills.

Spoken language:

Express and explain ideas clearly, making meaning explicit and respond to guidance about, and feedback on, the quality of contributions.

Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.

Speak confidently in formal and informal contexts.

Prepare, practice and pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.

Prepare, practice and improve a spoken presentation or performance.

Reading - Comprehension based:

Articulate personal responses to reading, with close reference to the text.

Paraphrase explicit meanings based on information from more than one point in the text.

Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.

Look for implicit meanings, and make plausible inferences from more than one point in the text.

Comment on a writer's use of language, demonstrating awareness of its impact on the reader.

Explore proverbs, sayings and figurative expressions.

Analyse the success of writing in evoking particular moods, e.g. suspense.

Begin to show awareness of the impact of a writer's choices of sentence length and structure.

Discuss and express preferences in terms of language, style and themes.

Explore how poets manipulate and play with words and their sounds.

Writing

Continue to learn words, apply patterns and improve accuracy in spelling.

Establish and maintain a clear viewpoint, with some elaboration of personal voice.

Develop some imaginative detail through careful use of vocabulary and style.

Explore definitions and shades of meaning and use new words in context.

Use different genres as models for writing.

Adapt the conventions of the text type for a particular purpose.

Grammar and Punctuation

Use the following suffixes appropriately when writing a sentence: word endings with different spellings but the same pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence.

Learners understand that an adverb can be a single word or a phrase, and that adverbs modify verbs, adjectives and other adverbs.

To use adjectival and adverbial phrases to expand their descriptions in a meaningful way.

Distinguish the difference between a proverb and an idiom.

Using commas, hyphens, brackets, dashes and colons to avoid ambiguity in writing

Maths

In Maths this month, we will continue to be looking at **Mental Maths, Addition and subtraction, common factors, common multiples, prime numbers, division and multiplication, reverse operations, decimals, fractions and percentages. We will also be looking at exam style questions.** Some of our primary focus for this month would be to:

Mental and written multiplication and division:

- They should divide/multiply numbers up to 4 digits by a two-digit number using the formal written method of short division/multiplication where appropriate, interpreting remainders according to the context.
- They should identify common factors, common multiples and prime numbers.
 - Exam practice with the 5 second rule.

Decimals:

- count on or back in decimal steps.
- recognise and extend number sequence.
- Use the greater than sign and less than sign and order numbers with up to 2 decimal places.
- Round a number with 2 decimal places to the nearest tenth or nearest whole number.

- Know what each digit represents in 1- and 2 place decimal numbers.
- Multiply and divide any whole number by 10, 100 or 1000 and explain effect.
- Multiply and divide decimals by 10 or 100.

Fractions:

- They should use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- They should compare and order fractions, including fractions > 1 .
- They should add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- They should multiply simple pairs of proper fractions, writing the answer in its simplest form.
- They should divide proper fractions by whole numbers.
- They should associate a fraction with division and calculate decimal fraction equivalents.
- They should recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Percentages:

- Understand percentage as 'the number of parts in every hundred.'
- Express $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{10}$, $\frac{1}{100}$ and multiples of tenths as percentages.
- Find simple percentages of shapes and whole numbers.
- Solve problems that involve finding simple percentages of whole numbers.

SCIENCE – The human body:

- Use scientific names for some major organs of body systems.
- Identify the position of major organs in the body.
- Describe the main functions of the major organs of the body, such as; the nervous system and the brain, the circulatory system and the heart, the respiratory system and the lungs and the digestive system.
- Explain how the functions of the major organs are essential.

Topics

History

- WW2 I can say where a period of history fits on a timeline?
- I can place a specific event on a timeline by decade?
- I can place features of historical events and people from past societies and periods in a chronological framework? I can recognise and describe differences and similarities/ changes and continuity between different periods of history?
- I can summarise the main events from a specific period in history, explaining the order in which key events happened?
- I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
- I can describe a key event from Britain's past using a range of evidence from different sources?
- I can summarise what can be learnt from other countries and civilizations through time gone by and more recently?

Art

I can improve my mastery of art and design techniques, including drawing and painting using charcoal. I can learn about great artists from World War Two.

French

Alors, ton Français?

Saluer (greeting)

Présenter quelqu'un –se présenter (introducing oneself)

Unité 1 : Au supermarché!

- Décrire un objet : les fournitures scolaire (describe an object ex :school supplies).
- Les adjectifs démonstratifs. (demonstrative adjectives)
- L'accord des adjectifs au féminin et pluriel.

Swimming

- to swim 15 metres front crawl
- to swim 15 metres back crawl
- to focus on streamlined body position/side breath
- to perform crawl catches
- to alternate arm and leg action
- enter and exit water one at a time
- to perform safe jumps
- to start breastroke

PE

- To introduce the dribbles away of traveling with the ball
- To introduce the jump as away of stopping

Qatar History

- Use dates and historical terms.
- Research from a range of sources.
- Know about the ideas, beliefs and experiences of people.
- Describe and make links between events.
- Know about social, cultural, religious, economic and political changes.

Arabic:

Arabic Year 6

- . نشاط القراءة :قصة الثلج *
- . قراءة القصة قراءة جهرية صحيحة
- . تعرف معاني الكلمات خلال السياق
- . استخلاص العبرة من القصة
- الكتابة :التعبير الكتابي :قصة عن فعل الخير *
- . استخدام قواعد التهجئة بشكل صحيح
- .الإملاء :الهمزة المتوسطة *
- . كتابة الكلمات التي تحتوي على همزة متوسطة كتابة صحيحة
- خط الرقعة :حرف (ص - ض) *
- .القراءة :أبو الرحالة *
- . قراءة النص قراءة جهرية صحيحة

Arabic AFL Year 6

Review the rule of (because + the pronouns) (لأن+الضمائر)

Knowing how to use the right pronoun with because and the different between them.

Review the rule of (I think + the pronouns) (أظن+الضمائر)

Knowing how to use the right pronoun with (I think) and the different

Learn about the questions and how to answer about it.

Learn about (the imperfect tense (الفعل المضارع) and (the past tense (الفعل الماضي)

With answering the exercises on the book about each rule.

: ماسيتم تعليمه للطلاب في شهر نوفمبر في مادة التربية الإسلامية

المجال الأول :القرآن الكريم *

دلائل قدرة الله تعالى (سورة لقمان تفسير) *

المجال الثاني :الحديث الشريف *

أثر الظلم وعاقبته *

المجال الثالث :السيرة والبحوث الإسلامية *

نبي الله تعالى (شعيب عليه السلام) *

المجال السادس :الآداب والأخلاق الإسلامية *

فضل الدعاء وآدابه *

Islamic AFL

* Recognition some names of Allah and the importance of learning and understanding them.

* Memorizing the first 10 verses from surat ul-Mulk.

How can you help?

Reading, reading, and more reading!

Please support your child's home reading by encouraging him/her to read a variety of print materials, from books to brochures, posters, lists, etc.

Continue to help your child practice reading and spelling the first 100 and 200 high-frequency words. Also, for math's please practice mental math's in particular their multiplication using the 5 second exam rule.

Also, here are some useful websites which you can use at home:

English

<http://www.highfrequencywords.org/>

Maths

<https://www.topmarks.co.uk/maths-games>

<http://www.bbc.co.uk/bitesize/ks2/maths/>

<https://myminimaths.co.uk/year-6-arithmetic-practice-papers/>

Science

<http://www.bbc.co.uk/bitesize/ks2/science/>

<https://www.topmarks.co.uk/interactive.aspx?cat=63> (Revise healthy eating)

It is lovely to see our children looking so smart in their uniform but we have noticed a couple of cases of incorrect footwear and uniform. Please remember that children should be wearing the correct uniform —if you have any doubts what this should be— please take a look at the school website for information.

We would appreciate it if you could continue supporting your child in their learning process as your support is invaluable!

Thank you in advance for your continuing support and co-operation.

Kindest regards,

Ms Faeza and Ms Wasima