THE BRITISH SCHOOL OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

Termly Curriculum Information

2020-2021 Term 2: 4th January – 2nd April, 2021

Year 6

Topic: Natural Disasters/Fairgrounds

English (Horror themed narratives and News reporting articles)	
Key Learning Skills and Knowledge	Key Activities
Speaking and Listening • Speak audibly and fluently to an audience • Use appropriate registers for effective communication • Listen and respond appropriately to adults and peers • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Identify points of interest when listening to fiction and non-fiction texts • Begin to comment in more detail on the performance of others • Consistently listen carefully and respond appropriately with relevant questions	• Using verbal skills to explain features of genres • Presenting ideas to the class and wider year group • Participating in presentations, performances & role-plays during their Mantle of the Expert learning • Listening to and discussing a wide range of horror themed narratives and news reporting articles
Reading • Continue to use textual cues to adapt tone, volume and intonation when reading aloud • Identify the main ideas and themes in a text • Discuss words and phrases that capture the reader's interest and imagination • Predict what might happen from details stated and implied • Retrieve and record information from non-fiction texts • Ask questions to improve their understanding of a text • Identify how language, structure and presentation contribute to meaning.	• Reading weekly with the teacher during Guided Reading Activities • Completing reading comprehension activities during class and morning activity sessions • Reading aloud to practice reading with fluency and expression • Using Overdrive to access a wide range of books • Visiting the library and modeling to younger students how to pick appropriate, yet challenging books • Discussing the features of horror themed narratives and news reporting articles • Retrieving information from non-fiction texts to create a news article

• Answer questions related to texts using literal, inferential and applied knowledge skills	
Writing • Use the first 2 or 3 letters of a word to check spelling in a dictionary. • Spell words that are often misspelt. • Spell high frequency words, phonetically accurate words and common exception words • Capture ideas using planning formats (e.g. story map, boxing up) • Plan writing to suit an audience and purpose • Develop character and setting in horror themed narratives • Use simple organisational devices • In horror themed narratives, develop and extend ideas in logically sequenced sentences to create settings, characters and plots • In newspaper reports, use and develop the style for specific genres and begin to use simple organisational devices e.g. subheadings • Use nouns, pronouns and tenses accurately and consistently throughout • Use punctuation accurately, e.g. brackets, dashes, ellipses and colons • Evaluate their own writing according to purpose, the effectiveness of word choice, grammar and punctuation.	• Writing horror themed playscripts and news reporting articles • Planning, drafting, editing and proof-reading a horror themed play • Practicing timed writing tasks to help enhance their time management • Planning, drafting, editing and proof-reading a text linked to their Geography learning (Natural Disasters) • Evaluating their own and others independent writing • Planning, drafting, editing and proof-reading a variety of fiction and non- fiction texts as part of their 'Wicked Writing' learning
Handwriting • Improve the legibility, consistency and quality of their handwriting	• Practicing writing with a joined cursive script • Applying their beautiful handwriting in all areas of the curriculum •
Mathematics	
Number • Read, write, order and compare numbers up to 10,000,000; determining the value of each digit • Use place value to multiply and divide whole numbers and decimals by 10, 100 and 1000	• Exploring place value and rounding • Counting, ordering and sequencing numbers • Becoming confident using appropriate methods to add, subtract, multiply and divide • Applying their knowledge using word and multi-step problems

Shape, Space and Measure • Measure and draw 2-D shapes including angles to the nearest degree • Recognise, describe and build 3-D shapes using nets • Illustrate and name parts of a circle, including radius, diameter and circumference • Know the angle sum of a triangle and that of angles at a point • Find missing angles and recognise vertically opposite angles • Use and interpret coordinates in all four quadrants • Draw, translate and reflect shapes in four quadrants	• Increasing our familiarity with 2D and 3D shapes and their features, including 3D nets • Converting different measurements, including imperial and metric • Plotting coordinates, using 4 quadrants, translating and rotating *Statistics* • Developing an understanding of statistics • Collecting data and presenting it in graphical form
Algebra • Use simple formulae • Generate and describe linear number sequences • Express missing number problems algebraically • Find pairs of numbers that satisfy an equation with 2 unknowns • Enumerate possibilities of combinations of 2 variables	• Learning to use symbols and letters to represent variables and unknowns in mathematical situations • Finding missing numbers, lengths, coordinates and angles • Looking at formulae in mathematics and science • Finding equivalent expressions (for example, a + b = b + a) • Making generalisations of number patterns • Solving number puzzles
Ratio and Proportion • Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts • Solve problems involving the calculation of percentages	• Recognising proportionality in contexts when the relations between quantities are in the same ratio (for example, similar shapes and recipes) • Linking percentages or 360° to calculating angles of pie charts • Consolidating students' understanding of ratio when comparing quantities, sizes and scale drawings • Using the notation a:b to record their work

• Solve problems involving similar shapes where the scale factor is known or can be found • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	• Solving problems involving unequal quantities,
Science (Light + Electricity)	
Physics *Linked to Fairgrounds* • Recognise that light appears to travel in straight lines • Explain that objects are seen because they give out or reflect light into the eye • Know why shadows have the same shape as the objects that cast them • Identify what would happen to the planet if we had no light • Use the terms reflection and refraction correctly	• Independently plan and identify the variables in a fair test • Making predictions based on scientific knowledge and understanding • Systematically recording results, recognising the precision of equipment used • Completing investigations to show the impact light has on the planet • Learning about opaque, translucent and transparent materials • Learning symbols of circuits • Making simple circuits • Drawing circuits using correct symbols
Computing	
Digital Literacy Children will: • scope a project to identify different components that must be successfully combined • identify their existing talents and plan how they can develop further knowledge and skills • identify the component tasks of a project and develop a timeline to track progress • identify the resources they'll need to accomplish a project • use web-based research skills to source tools, content and other resources • consider strategies to ensure the quality of a collaborative project	*Creative Technology* • create a set of good survey questions • analyse the data obtained from a survey • work collaboratively to plan questions • conduct an interview or focus group • analyse and interpret the information obtained from interviews or a focus group • present their research findings • Designing a fairground in Minecraft • Using theme park simulators
Geography	
Natural Disasters • Use key geography skills • Use appropriate geographical vocabulary • Use atlases, globes and maps	• Researching natural disasters • Learning the causes of natural disasters • Identifying the different layers Earth is made of

• Use and select primary and secondary sources of information • Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earth quakes and the water cycle • Understand the impact we are having on the planet • Know the different types of natural disasters and how they are caused	• Making models of various land forms and disasters • Using online sources to find information • Finding solutions to help with natural disasters • Problem Solving issues caused by Natural Disasters
Design Technology	
• Find solutions to help with natural disasters • Problem Solve issues caused by Natural Disasters • Design and draw natural disaster solutions	• Creating models to explain their understanding of the causes of Natural Disasters • Identifying flood prevention solutions • Designing an effective warning system for Natural Disasters • Creating and designing a fairground
PSHE	
Dealing with feelings • Understand what the word empathy means • Identify different types of emotions • Suggest ways to cope with different situations • Recognise when we are overwhelmed	• Being empathic towards their peers • Expressing appropriately feelings • Identifying strategies to deal with change and emotions • Solving problems linked to emotional issues • Knowing how to deal with being overwhelmed • Understanding the impact of natural disasters on people
Music	
Folk Origins: Africa, Japan, India & the British Isles In the first half term, pupils will experience changing energy through changing rhythmic textures. Different ways of music making in Africa and Japan will be reviewed in the first half term. A piece of Juilliard Core Works - Chants du Burgam (Senegal, West Africa) - Doudou N'diaye Rose will be listened to and discussed. The pupils will become aware of the Inspiration from folk music that influences the Western classical tradition. In the second half term, folk songs and dances of the British Isles	• Research world music songs and cultures. • Develop drumming techniques. • Compare and contrast two countries by their different ways of making music • Play complex rhythmic canons. • Create and vocalise rhythmic patterns. • Develop vocal technique by singing folk songs. • Perform a piece of Juilliard Core Works - Chants du Burgam (Senegal, West Africa) - Doudou N'diaye Rose.

including Wales, Ireland and Scotland will be introduced. The pupils will become more familiar with British folk cultures and how they were developed. Last but not least, folk songs and stories from India will be introduced.	
PE	
Unit 4: Swimming (A/B) Handball C/D) Swimming: (continued from end of term 1) In Swimming the students will continue to develop their fundamental stroke technique skills on the three main strokes, Freestyle, backstroke and Breaststroke. The top students will also include some Butterfly, as well as further development of starts and turn skills acquired from the ASA programme. Handball: The unit is designed to ensure that students acquire and develop the fundamental skills of handball. They will have the opportunity to apply their skills and to begin to consider tactics through a variety of individual, pair and group practices as well as a range of game scenarios.	Key skills include: • The last two weeks of Unit 4 (started in Term 1) include a review of Freestyle and Backstroke technical stroke development for the middle and lower ability groups. • The top group will also have reviewed the technical skills of Breaststroke and Butterfly • An end of unit timed assessment over 25m should be included in the final week of the unit for those students not involved in FOBISIA trials. Key Skills Include: • Ball Familiarisation • Dribbling technique • Passing, receiving and introduce '3 step travelling' • Shooting • Introduce Attacking and defending positions & outwitting opponents • Assessment/Games/mini tournament
Unit 5: Basketball (A/B) Swimming & Lifesaving C/D) In the basketball unit the children will develop their basketball skills and also improve their defending, attacking and team play skills. The children will explore ways in which to attack and defend whilst playing 'Mini-Basketball'. During the games, the children will think about using skills, strategies and tactics to outwit the opposition, entering their opponent's territory with the ball and looking to get into a good scoring position. In Swimming, the students will continue to develop their fundamental stroke technique skills on the three main strokes, Freestyle, backstroke and Breaststroke. The top students will also include some Butterfly, as well as further development of starts and turn skills acquired	Key Skills Include: • Ball Familiarisation • Passing, receiving and outwitting an opponent • Intro dribbling & pivoting • Intro shooting – set shot • Lay-up shot • Assessment/games/mini tournament Key skills include: • Freestyle technique. Extension group will do diving and tumble turns • Backstroke technique. Extension group will do starts and tumble turns • Breaststroke technique. Extension group will do underwater stroke and diving • Personal survival skills activities all groups

from the ASA programme. Some personal survival skills will also be included for a couple of sessions towards the end of the unit.	• 25m timed assessments in final week.
Unit 6: Basketball (C/D) Swimming & Lifesaving A/B) In the basketball unit the children will develop their basketball skills and also improve their defending, attacking and team play skills. The children will explore ways in which to attack and defend whilst playing 'Mini-Basketball'. During the games, the children will think about using skills, strategies and tactics to outwit the opposition, entering their opponent's territory with the ball and looking to get into a good scoring position. In Swimming, the students will continue to develop their fundamental stroke technique skills on the three main strokes, Freestyle, backstroke and Breaststroke. The top students will also include some Butterfly, as well as further development of starts and turn skills acquired from the ASA programme. Some personal survival skills will also be included for a couple of sessions towards the end of the unit.	Key Skills Include: • Ball Familiarisation • Passing, receiving and outwitting an opponent • Intro dribbling & pivoting • Intro shooting – set shot • Lay-up shot • Assessment/games/mini tournament Key skills include: • Freestyle technique. Extension group will do diving and tumble turns • Backstroke technique. Extension group will do starts and tumble turns • Breaststroke technique. Extension group will do underwater stroke and diving • Personal survival skills activities all groups • 25m timed assessments in final week.