



**BRITISH INTERNATIONAL SCHOOL
HANOI**

A NORD ANGLIA EDUCATION SCHOOL

Curriculum Statement

Year 6



Term Three

May 2019

English Literacy – Term 3

Descriptive writing

In Year 6, we will be learning the skills needed to write an extended narrative based on the short film 'Alma' (The video can be found here: <https://www.youtube.com/watch?v=irbFBgIOjHM>)

We will learn about:

- Different types of sentence structure, and how shorter and longer sentences can be used to create an effect for the reader
- Powerful language and vocabulary that describes a character and setting, including adjectives, adverbs, phrases, metaphors, similes, and personification
- A range of punctuation to structure our writing, including colons, semi- colons, exclamation marks and parenthesis
- Writing from 3rd person perspective
- Writing consistently in one tense
- How to include flashbacks
- Linking ideas across paragraphs to create a sense of cohesion in our writing



Related websites/resources:

<http://www.oxfordowl.co.uk/home/reading-site/fun-ideas/age-9-11--2>

<http://learnersdictionary.com/>

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<http://www.writersdigest.com/whats-new/poems-for-kids>

How you can support at home:

- Read a variety of books with your child. When you find interesting words, look them up and find what they mean. If you find descriptive sentences write them down to use in later work
- Check the blog each week to help your child with their spellings and weekly homework task
- Go through the meaning of the spellings and how to use them in interesting sentences
- Encourage your child to keep a notebook of new words or interesting phrases they spot in their reading books

Relevant books/authors:

Our school library has lots of wonderful books and your children are encouraged to ask us and the librarians for recommendations.

Alternatively, there is a book list in the Library section of Global Campus that has lots of great ideas. Here are some of our top choices:

The Story of Tracey Beaker - Jacqueline Wilson; Harry Potter and the Philosophers Stone– JK Rowling; Mr Stink—David Walliams; Shadow Forest– Matt Haig; There's a Boy in the Girls' Bathroom– Louis Sachar; The last Wild Trilogy—Piers Torday; The letter for the King—Tonke Dragt; The Girl of Ink & Stars- Kiran Millwood Hargrave

Please feel free to ask us for more book recommendations



Mathematics – Term 3



These are some of the key skills that will be taught in Year 6 this term:

- *Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.*
- *Draw 2-D shapes using given dimensions and angles and identify the features of 3d shapes up to octahedron*
- *Use knowledge of 2D and 3D shape properties to identify three-dimensional shapes from their nets*
- *Recognise that a net is a two-dimensional figure that can be folded to create a three-dimensional shape*
- *Create 3D shapes using different nets*
- *Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles describing them algebraically e.g. $a=180-(b+c)$*
- *Apply my knowledge of shape to solve problems*
- *Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts*
- *Solve problems involving similar shapes where the scale factor is known or can be found*
- *Begin to use the notation $a : b$ to record ratio*
- *Solve problems involving the calculation of percentages (e.g. measures) such as 15% of 360 and the use of percentages for comparison*
- *Link percentages of 360° to calculating angles of pie charts*
- *Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples e.g. the ratio of boys to girls in class 6 is 1:2; there are 8 boys, how many girls are there?.*
- *Interpret and construct pie charts and line graphs and use these to solve problems*
- *Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects e.g. a scattergraph connecting heights of children and their long-jump distance*
- *Calculate and interpret the mean as an average. e.g. find the mean height of these children: 1.2m, 1.07m and 1.12m*
- *Interpret and construct pie charts and line graphs and use these to solve problems e.g. connect conversion from kilometres to miles in measure to its graphical representation.*
- *Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects.*

Useful websites: Here are some good examples of Maths websites. Please make sure your child is logging on to MyMaths as much as possible and completing their homework online each week.

Mymaths.com, mathsplayground.com; mathsframe.co.uk; bbc.co.uk/bitesize/ks2/maths/

mathsisfun.com; Mathsphere.co.uk; nrich.maths.org; coolmathforkids.com; primaryhomeworkhelp.co.uk/maths; topmarks.co.uk/maths

Please also continue with TT Rockstars on a weekly basis.

SCIENCE - Term 3

Light

In Term 3, the children will learn about the importance of light in our everyday lives. They will:

- Recognise that light appears to travel in straight lines
- 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
- 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
- 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
- Pupils will find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Newton, Ptolemy, Alhazen and Copernicus.

Related websites/resources:

<https://www.bbc.com/bitesize/topics/zbssgk7> - vocabulary to help you and your child at home

<https://www.dkfindout.com/us/> - a huge amount of helpful, child friendly information

<https://www.eia.gov/kids/> - Learn all about energy sources and power

How you can help at home:

- Encourage your child to name ways we use light in our everyday lives
- Discuss different forms of light (natural and manmade) and the spectrum of colour

Key words: light travels straight reflect reflection light source object shadows mirrors periscope rainbow filters refract prism spectrum

Animals including Humans

We will finish the term looking at the circulatory system and the human body. They will:

- Identify and name the main parts of the human circulatory system, and explains the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

How you can help at home:

- Encourage your child to recognize and name the different organs of the human body
- Explore how oxygen and blood are transported around the body
- Take part in different types of exercise and activity to promote health and fitness

Related websites/resources:

<https://askbiologist.asu.edu/> - A great website for asking questions

<https://www.bbc.com/bitesize/topics/zcyycdm> - perfect place to start learning

Key words: circulatory system heart blood blood vessels pumps oxygen carbon dioxide lungs nutrients water diet exercise drugs lifestyle

Topic (IPC)



Moving People: Migration

Sometimes people choose to move; sometimes this movement is forced upon them. Both can have an impact on the societies and places that they leave behind, and those that they join at their journey's end.

We will look at reasons behind mass migration of people from around the world. We will learn about many reasons why people move: sometimes due to a changing geography and climate; economic, social and political; and sadly, more often than not, conflict and war.

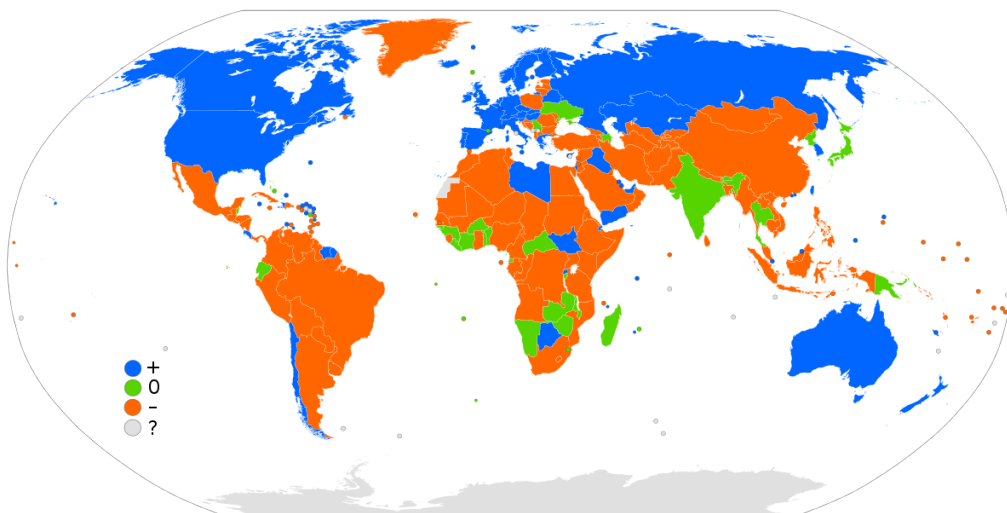
We will learn about the geographical significance of mass migration, reasons for the movement, the complexity of moving and the impact, both positive and negative, migrations have on the places they move to.

We will learn about the similarities and differences between places we know; how and why our families have moved around the world; how different places are linked; how and why people move and goods are transported around the world; about environmental disasters which influence human migration; about disaster relief organisations, and how conflict forces people to move to safety.

We will also look at what a refugee is and what rights they have, as well as organisations', countries' and peoples' responsibility towards refugees.

In addition to the migration of people, we will learn about how goods are transported around the world.

We will also learn about the historical significance of a range of migration examples throughout history.



PSHE – Term 3

Growing Up - Puberty and Changes

The unit focuses on the following:

- Identify the differences in male and female bodies as they grow and develop
- Explaining that puberty is part of the natural process of growing up and becoming an adult
- The physical changes of the body and what to expect
- How emotional changes can effect how people feel
- Understanding our bodies and the changes that will happen, both on the inside and the outside, as we prepare to enter adulthood
- The importance of developing excellent personal hygiene practices
- **More information about this will be sent out shortly. We will be inviting parents in to school to discuss our approach to teaching this area of the curriculum.**

Key Words: Growing up, puberty, hormones, body development, emotional changes, reproduction, personal hygiene

Related websites/resources:

http://www.bbc.co.uk/science/humanbody/body/index_interactivebody.shtml

How you can support at home:

- Let your child know that they can talk to you about these topics
- Reassure them that everyone goes through these changes at different times
- Give them an opportunity to ask you questions about any areas that they are not sure about
- Discuss the importance of excellent personal hygiene practices, ensuring we care for our bodies by washing thoroughly every day



P.S.H.E.

All the elements of PSHE this year will link directly with our school's Aide Memoire. Each part of our Aide Memoire is explained and developed through our school superheroes. This term, Respect is our first topic and will be taught with the help of our very own Respectagain! Children will take on challenges and discuss the importance of being a good role model and showing respect to others.

In the second half of the term, we will focus on Reflection, with Reflection Rebecca taking over, as pupils learn all about reflecting on their learning throughout the school year. In Year 6 the children will also be looking back at their time in Primary and preparing for Year 7.



Vietnamese Literacy

In this term, Vietnamese Literacy will still focus on the four areas of: Reading, Writing, Speaking and listening. They will be able to understand clearly about Vietnamese fields through different topics: "Nhớ nguồn", "Nam và nữ", "Những chủ nhân tương lai".



Websites and resources

Stories in Vietnamese Primary program

Continuing to read an increasingly wide range of fiction, poetry, plays and non-fiction texts...

If they have younger children, suggest he/she reads to them. It will help with their reading aloud and expression

Suggest your child keeps a diary and writes in it regularly

In Vietnamese class has lots of wonderful books and your children are encouraged to ask us for recommendations.

In each topic, there are some reading comprehension texts which will be an effectively tool for enhancing students' reading skills. They learn how to select appropriate grammar and vocabulary. They also improve their writing skills using synonyms and antonyms, punctuations and structuring texts with a range of organisational devices, including time connectives, paragraphs, headings, bullet points...

Beginners' Vietnamese

In these lessons, the children will be learning some new topics in Term 3. They will be looking at: types of transport, different jobs, numbers and time, money and famous places. The children will also have the exciting opportunity to learn about Vietnamese food! This topic will give the children a chance to explore Vietnamese culture through the culinary highlights of their host country. After that, they will continue updating to their own dictionary that they started at the end of Term 2. We hope that through these topics we will be able to help children communicate in the country that they currently live.

MFL

Next term, MFL lessons will be matching with the secondary school expectation in order for students to feel confident when they will start at school next year. Students will be taught key linguistic competences in the language – such as essential grammar points: how to link two sentences together; how to use key opinion expressions; how to you use adjectives, and also cultural facts, through the use of divers activities such as songs, Kahoot and projects.

PHYSICAL EDUCATION

In the Striking unit students will develop and embed their knowledge and understanding of various striking games. In the Gymnastics unit students will explore and develop various rotations, twists and pathways. In the swimming unit students will focus on butterfly technique. In the fitness unit students will explore various ways in maintaining a healthy lifestyle.

MUSIC

Term 3 will see us approaching our next Juilliard Core Work: Mozart's Music from the Magic Flute. This will provide opportunity for students to combine all the new skills and knowledge learnt this year to culminate into a big final project. This term, students will be developing a wider range of musical skills. Students will learn to play the ukulele, developing their keyboard skills as well as putting the new knowledge learnt together to work in bands. Students will be gaining a wider understanding of music theory and using their practical skills. We will be using popular music as a tool for exploration.

Computing

Year 6 students will use their existing coding skills to program and control **mBot** robots, at first they will be tinkering with them to see what the **mBots** are capable of. Later on they will be taking part in challenges to program their **mBot** to undertake specific functions. Hands on experience with physical robots, such as the **mBot** is very important to help the students contextualise the skills they have built up over the past year.