

**BRITISH  
INTERNATIONAL  
SCHOOL**

HANOI

A NORD ANGLIA EDUCATION SCHOOL

# Curriculum Statement Year 6

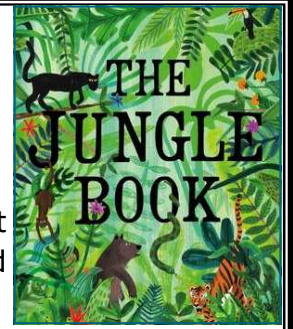


Term One  
September 2017

# Literacy

## Classic Literature—Rudyard Kipling

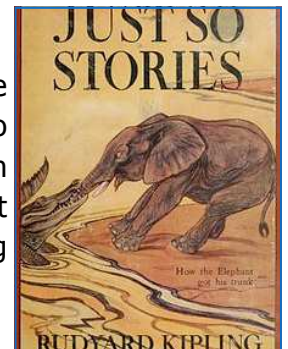
At the start of the year we will review grammar and punctuation to remind pupils of last year's learning. We will begin the term by examining narrative texts, authors and genres. The children will plan and compose their own stories inspired by their learning.



We will start by looking at the children's classic, Rudyard Kipling's *The Jungle Book*. Pupils will look at extracts from Mowgli's adventures and read all about Rikki Tikki Tavi the mongoose. Through this book Year 6 will examine how dialogue is created and written. They will look at how to write their own effective dialogue so it sounds natural and realistic, even if it is coming from a talking Panther!

The children will then create their own pieces of writing based on the themes of the *Jungle Book*. They will be able to use complex sentences and exciting vocabulary in order to engage the reader just as Kipling has done for over 100 years.

After this Year 6 will look at Kipling's *Just So* stories and they will be given a chance to explore different texts and analyse ways in which Rudyard Kipling manages to convey a message to the reader. This will encourage your child to become an independent thinker and develop a creative and enquiring mind. At the same time, it will allow children to engage in more complex texts that will assist them in undertaking subsequent literacy work.



## Biographies and Autobiographies

Later this term, we will be looking at examples of biographies and autobiographies. These non-fiction texts allow your child to see the world through the eyes of another. We will read a range of life stories in order to understand why these people are influential today. The children will be learning all about ways in which these accounts are written and what type of language is used. They will learn that an autobiography is written by the person whom the story is about, whereas a biography is a recount of someone else's life.

Also this term, we will be concentrating on aspects of **poetry**. We will be learning the language of poetry and how to construct a poem using new vocabulary learned in the classroom. We will be looking closely at the power of imagery, digging deeply into hidden meaning in text and exploring ideas.

### 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 English section of Global Campus that has lots of great ideas. Here are some of our top choices:**

*Harry Potter and The Philosopher's Stone*, *The Diary of Anne Frank* - Anne Frank; *Alice in Wonderland* - Lewis Carroll; *Stig of the Dump* - Clive King and Edward Ardizzone; *The Diary Of a Wimpy Kid* - Jeff Kinney; *The Story of Tracey Beaker* - Jacqueline Wilson; *Another Forgotten Child* - Cathy Glass; *Mr Stink*—David Walliams; *The Jungle Book*—Rudyard Kipling

### Related websites/resources:

<http://www.penguinreaders.com/pdf/downloads/pr/teachers-notes/9781405878470.pdf>

<http://www.woodlands-junior.kent.sch.uk/interactive/literacy.html>

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

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

# TOPIC

## Topic 1

### Time Tunnel—Chronology and Timelines

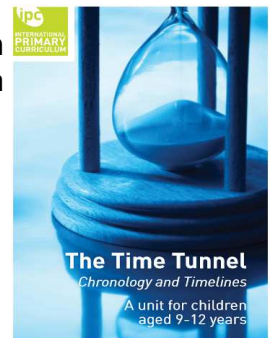
Chronology involves putting things in the right order. This is very important when studying history because it helps us to see 'the big picture' – to understand the reasons why things have happened and how the present is influenced by the past. We will learn how historical time can be recorded and measured, how we can sort, sequence and order the past, how we can interpret events to explore the attitudes of people in the past, and what happened at different times in different cultures.

During our journey through our Time Tunnel, we will be focusing on four significant cultures from the past—The Vikings, The Maori People, The Tudors and The Victorians. We will learn their chronological place in a timeline, about their cultures and customs, their language, examples of art, significant artefacts, music & song, significant people who influenced their culture, and significant events that had an impact, both positive and negative, on them.

We will also enjoy a Geography focus by learning about where in the world they come from, the geographical features that impacted their societies, and how their culture was influenced by their geographical location.



Finally, we will learn how all of the cultures we will focus on were influenced by cultures that came before them in a timeline, and how they impacted future cultures.



## Topic 2

### 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 learn about the historical significance of a range of migration examples throughout History.

#### Related websites/resources:

<http://kids.britannica.com/kids/article/Maori/353424>

<https://www.dkfindout.com/us/history/tudors/>

<https://www.dkfindout.com/us/history/vikings/>

[http://www.bbc.co.uk/schools/primaryhistory/victorian\\_britain/](http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/)

# MATHEMATICS

This term the children will start be looking at number. Their work this term will reinforce and extend their understanding of addition, subtraction, multiplication and division. They will be ordering and sorting whole numbers as well as decimals and fractions and using a variety of practical, written and mental methods to help them solve mathematical problems.

Each week the children will take part in oral and mental activities involving addition and subtraction (including decimals) and multiplication and division of whole numbers. Children will continue to develop skills such as, counting on and back in steps of 0.1, 0.2, 0.25 and 0.5 and doubling two and three digit numbers (including decimals).

They will also learn how to multiply and divide multiples of 10 (including decimals) and be able to recall the multiplication and division facts corresponding to tables up to  $12 \times 12$ .

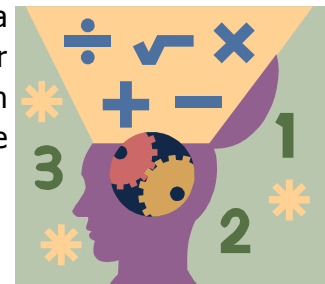
Year 6 will look at properties and relationships between different 2D and 3D shapes. They will also show that they can find the perimeter and area of a range of shapes. Pupils will learn how to create, a range of graphs and charts and interpret and answer questions about the data.

## How you can support at home:

The Maths work your child is doing at school may look very different to the kind of 'sums' you may remember. This is because children are encouraged to work in a variety of written and mental methods, making personal notes to help support their thinking.

## Homework:

Homework will be set on **Mathletics** each week. Your child we be given a log in and set homework tasks. Once they have completed their homework, there are lots of games and challenges to try out! Children can receive rewards and points for their hard work and even make it on to the Top 100 list of students from across the world!



Here are some ways in which you can help your child.

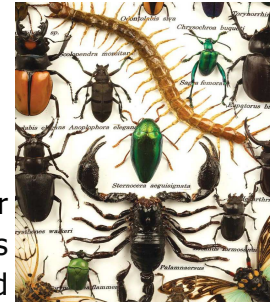
- Play mental Maths games
- In the shops — look at prices, add/subtract/divide money
- Try a range of calculation — estimate first then use a calculator
- Practice times tables together — make a game or competition

**P.S.H.E.** – In PSHE we will be getting to know each other and helping children develop a good relationship with their new classmates. 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. Care is our first topic and will be taught with the help of our very own Captain Care! Children will develop and demonstrate empathy in their relationships with others, they also will learn how to recognise, and be sensitive towards, the different needs of other children and they will be able to put themselves in the shoes of others through role play, drama and discussion.





# SCIENCE



## **Living things and their Habitats, and Animals Including Humans.**

In science for the first half of the term we will be studying living things and their habitats. Children will learn to 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. They will also give reasons for classifying animals and plants based on special characteristics. The children will finish off the unit by planning and carrying out an experiment involving micro-organisms.

During the second half of the term we will be studying animals including humans. In this unit, children will learn to identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. They will extend their knowledge on the impact that diet, exercise, drugs and lifestyle has on the way their bodies function and describe the ways in which nutrients and water are transported within animals, including humans.

### **How you can support at home:**

- See science everywhere. Take opportunities to ask "What would happen if ?" questions or present brainteasers to encourage children to be inquisitive and seek out answers. Children need to know that science isn't just a subject, but it is a way of understanding the world around us.
- Connect science with a family holiday. Family holidays are a great way to explore science. It could be a hiking trip where you explore nature or a discussion on tides during a trip to the beach.
- Do science together. Children, especially primary age children, learn better by investigating and experimenting. Simple investigations done together in the home can bolster what your child is learning in the classroom. Ask your child what activities they are doing in class so that you can explore together further at home.
- Encourage and challenge girls and boys equally. Girls can sometimes be left out of challenging activities simply because of their gender.

### **Related websites/resources:**

<http://www.crickweb.co.uk/ks2science.html>

[http://www.schoolscience.co.uk/ages\\_7-11/view\\_resources.cfm](http://www.schoolscience.co.uk/ages_7-11/view_resources.cfm)

<http://www.sciencekids.co.nz/>

[https://www.youtube.com/results?search\\_query=brave+wilderness](https://www.youtube.com/results?search_query=brave+wilderness)

## **PHYSICAL EDUCATION**

In Term 1 children in Year 6 will develop their knowledge on a healthy and active lifestyle focusing on coordination. In swimming children will refine and develop breast stroke and butterfly over 25 meters. Children will refine their running, throwing and jumping skills in the athletics unit. Basic basketball skills will be developed with various individual skills and modified games.

## **MUSIC**

Term 1 will get 2016-17 off to a very exciting start for our Year 6 Musicians. Continuing with the Juilliard Curriculum, students will engage with music through a variety of new and exciting ways, whilst receiving keyboard tuition as a method of learning. In this first term students will be discovering the world of the orchestra through Beethoven's *Symphony No.5*, one of the most well-known pieces in the history of music. A number of students will have the opportunity to learn about this work through woodwind instruments: Nuvo Windstars. Students will have the opportunity to continue to develop their keyboard skills, whilst also learning a brand new instrument to further develop their musical knowledge and understanding.

## INFORMATION AND COMMUNICATION TECHNOLOGY

In the first term, Year 6 will be developing their existing knowledge of sequencing, pattern recognition, loops, and conditional logic to create programs. Tynker, with the supervision of their teacher, will enable the students to work at different speeds allowing them to repeat activities for a better understanding or work faster towards more challenging activities. Each student will be able to learn independently whilst being carefully monitored to ensure no one is left behind.

## Modern Foreign Languages

At BIS we consider learning a modern foreign language to be a life skill which provides an opening to other cultures. We aim to stimulate curiosity and deepen understanding of the world as well as enabling our children to express their ideas and thoughts in a language other than their own. We believe that learning French will provide our pupils with the foundation for learning foreign languages in the future. Our approach to teaching French across the school is a balance of spoken and written language. Our pupils explore the patterns and sounds of French through songs, rhymes and stories and we aim to develop accurate pronunciation and intonation. They learn to ask and answer questions; express opinions and respond to others, both in speech and in writing, focused on familiar and routine situations.

## Beginners Vietnamese

Pupils who take part in Beginners Vietnamese will be learning new vocabulary to help them communicate outside of school in the country that they live in. Children will learn through a variety of games and fun activities which will enable them to practice their Vietnamese in a positive and encouraging environment.

# Vietnamese Literacy

During the first half term we will be doing a lot of exciting activities to prepare for our Moon Festival performance whilst also studying different types of fiction. By reading a wide range of genres, the children will be able to explore and understand the features of science fiction stories, legends and detective stories.

In our other topic this term we will be looking at examples of **biography and autobiography**. As part of this we will research, plan and write our own biographical newspaper article about Ho Chi Minh.

In the second half of the term we will focus on **poetry** in 'Finding a Voice'. In this exciting topic the children will learn the language of poetry and how to read a poem with expression and understanding. They will think about meaningful issues personal to them and after analysing poems with similar themes, they will then write their own poem about that issue.

Later in the term children will be learning all about **journalistic writing** and how newspaper reports are published. We will also explore how to write a newspaper report and look at different non-fiction texts to discover how they are constructed.

### Resources:

[http://socnhi.com/;](http://socnhi.com/)

<http://www.ybook.vn/ebook/64/cuoc-chien-hanh-tinh-fantom;>



**Please feel free to discuss anything further during our 'Meet the Teacher' afternoon on Thursday 7th September, 3:15 in the Year 6 classrooms.**