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

Termly Curriculum Information

Term 3: 9th April – 22nd June

Year 6

Topic: Sketching and pencil skills and Ancient Greece

English	
Key Learning Skills and Knowledge	Key Activities
Speaking and Listening • Retell sequenced newspaper reports and narrative through Talk for Writing. • Speak audibly and fluently to an audience. • Use appropriate registers for effective communication. • Use relevant Talk for Writing strategies to build their vocabulary. • 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 • Orally perform fiction and non-fiction texts through Talk/Drama for Writing	• Using verbal persuasive skills in debates • Presenting ideas to the class and wider year group • Telling myths and legends to younger year groups that they have created • Following verbal instructions • Instructing other people verbally • Participate in presentations, performances & role-plays • Listen to and discuss a wide range of myths and legends, instructions, explanations and poems
Reading • Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately. • Begin 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.	• Reading weekly with the teacher during Guided Reading Activities • Completing reading comprehension activities • 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 • Discuss the features of myths and legends, instructions, explanations and poetry • Retrieve information from non-fiction to use

• Retrieve and record information from non-fiction. • Ask questions to improve their understanding of a text. • Identify how language, structure and presentation contribute to meaning. • Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.	when writing a explanation text or myth.
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 • Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing. • Capture ideas using planning formats (e.g. story map, boxing up) • Plan writing to suit an audience and purpose. • Develop character and setting in narratives. • Use simple organisational devices. • In 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. full stop, capital letter, question mark, exclamation mark, speech marks • Evaluate their own writing according to purpose, the effectiveness of word choice, grammar and punctuation. • Make simple additions, corrections and revisions to their own writing.	• Writing persuasive texts • Plan, draft, edit and proof-read a persuasive text • Using and applying their persuasive skills to convince people • Practising timed writing tasks to help enhance their time management • Writing diary entries and thinking about thoughts and feeling • Plan, draft, edit and proof-read a text linked to myths and legends • Looking at a range of poetry and using the different styles to enhance their own poems • Evaluate their own and others independent writing • Plan, draft, edit and proofread a variety of fiction and non- fiction texts as part of 'Wicked Writing'

Mathematics	
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 that they already understand. • Finding missing numbers, lengths, coordinates and angles • Looking at formulae in mathematics and science • Finding equivalent expressions (for example, a + b = b + a) • generalisations of number patterns • number puzzles (for example, what 2 numbers can add up to)
Ratio and Proportion • Pupils will consolidate their understanding of ration when comparing quantities, sizes and scale drawings by solving a variety of problems • Pupils should recognise proportionality in contexts when the relations between quantities are in the same ratio	• 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 the calculations of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison • 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
Statistics • Pupils should connect their work on angles, fractions and percentages to the interpretation of pie charts • Pupils will encounter and draw graphs relating two variables • Pupils will know when it is appropriate to find the mean of a data set	• interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average
Science	
Physics • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines	• Investigating mirrors, for example where to place rear-view mirrors on a car and designing and making a periscope. • Investigating the relationship between light sources, objects and shadows

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 why shadows have the same shape as the objects that cast them Biology • 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 • give reasons for classifying plants and animals based on specific characteristics • identify and name the main parts of the human circulatory system, and describe 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 •	• Looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters. • Planning and carrying out investigations • Making models • Growing seeds and plants • Labelling animals and plants • Planning healthy meals • Exercising and seeing the effect on the body
Computing	
Year 6 – We Are App Developers This unit will cover the following Computing points of study: • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that	This unit will enable the children to: • become familiar with another programming toolkit or development platform • import existing media assets to their project • write down the algorithms for their app program, debug and refine the code for their app thoroughly test and evaluate their app.

accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	
History	
• Pupils will be taught a study of Greek life and achievements and their influence on the western world • Children will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • Pupils will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	• Researching Ancient Greek life • Learning about technologies used in the time period and creating some themselves • Studying the artwork and materials of the time • Discussing how Ancient Greek life has effected the modern world
Art/Design Technology	
• Learning to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • Learning about great artists, architects and designers in history.	• Painting flowers • Drawing skills, shading, sketching • Using a range of materials to create flower models • Studying famous artists
PSHE	
• Transition to Secondary	• Preparing for Secondary School • Role play, posters, circle time • Year 6-7 transition • Exploring different career options and aspirations • Looking at the importance of education in getting a future career
Music	
Programme Music – Pictures at an Exhibition This unit aims to explore how pictures and art can provide the inspiration and stimulus for composition. Mussorgsky's work *Pictures at an Exhibition* is based on his close friend, the painter and architect, Victor Hartmann's paintings at an exhibition mounted shortly after his death. Pupils will begin by exploring how the recurring "Promenade" theme portrays Mussorgsky's walk through the exhibition and perform the rhythm and melody of the "Promenade" theme to use later in the unit. Pupils then explore how Mussorgsky captures the mood of some of the	• To learn about programme music – how music can tell a story. • Listen to different pieces of classical music which represent paintings. • Using classroom percussion to create different picture soundscapes. • Working in groups to compose.

paintings in more detail, through sound and how the elements of music are used to create different effects. Finally, pupils compose their own piece of music inspired by a picture or painting of their choice, which is put together to form a class "Pictures at an Exhibition" featuring the recurring "Promenade" theme. **Music Improvisation** Student would have felt freer to explore different ways of making their own music by now. They listen carefully for feedback, to discover what does and doesn't work well, to gain valuable experience in the creative process When student Improvise music — they use melody, harmony & rhythm. The process of improvising music is introduced and practised step by step. Using harmony and music theory — chords and chord progressions, students explore different options in creating a piece of music. Through purposeful reflections, students think about how their improvisation can be improved and what they can learn now that can benefit their future music making.	• Experiment with making music • Use imagery and mystery • Use melody, harmony and rhythm • Introduce the process of improvising music • Improvise music by using harmony • Perform their improvisation • Evaluate their own and each other's improvisation.
PE	

Unit 7: T-Ball The Unit is designed to ensure that students refine the basic skills of Tee-ball and consolidate their knowledge of the fundamental rules.	• Lesson 1: Throwing and catching • Lesson 2: Fielding skills • Lesson 3: Understanding different fielding positions • Lesson 4: Striking the ball off the Tee • Lesson 5: Modified T-ball games • Lesson 6: Explaining the rules of T-ball whilst playing • Lesson 7: small-sided games • Lesson 8: House competition
Unit 8: Athletics The Unit is designed to ensure that students have the opportunity to establish and develop skills for running, throwing and jumping. The students will have the opportunity to challenge themselves and test their skills during the Mini Olympics event at the end of the unit.	• Lesson 1: Sprinting • Lesson 2: Long Jump • Lesson 3: Triple Jump • Lesson 4: Javelin throw & T-ball throw • Lesson 5 : Long distance running • Lesson 6: Relays • Lesson 7: Athletic circuit • Lesson 8: Mini Olympics
Unit 9: Touch Rugby The unit will focus on improving and applying basic skills for Touch Rugby. In all games activities, pupils will think about how to use core skills, strategies and tactics to outwit the opposition. Individuals will learn to make informed decisions during small sided games and plan attacking principles.	• Lesson 1: Passing and receiving • Lesson 2: Passing & outwitting an opponent • Lesson 3: Tagging • Lesson 4: Attacking & outwitting opponents • Lesson 5: Game play & rules • Lesson 6: Small-sided games • Lesson 7: Small-sided games • Lesson 8: Competition between houses