



British Section, SHAPE International School

CURRICULUM OVERVIEW - SUMMER TERM 2023

YEAR 6 - Pegasus Class



English: This term, the children will continue to study the book '**Journey to the River Sea**' and non-fiction books relating to the ancient **Mayan** civilisation. They will practise the skills of **prediction, inference and summarising**, as well as evaluating how authors use language, including **figurative language**. They will also continue to explain and discuss their understanding of what they have read, including through **formal presentations** and **debates**. They will write across fiction and non-fiction genres to entertain - **narrative, poetry**; to inform - **non-chronological report, biography** and to discuss – **balanced argument**. Writing skills taught will include learning to appropriately select verb forms such as the **present progressive** and **present perfect**, exercising control over levels of **formality** and using **punctuation** precisely to **enhance meaning** and **avoid ambiguity**. **Spelling** is taught daily and we follow the **Jane Considine scheme of learning**. This term's spelling focus is to practise the **possessive apostrophe**, how to change the spelling of a root word by adding a prefix or suffix, including whether to **double the consonant, near homophones** and looking at **endings which denote nouns or verbs**. The children will continue to practise spelling words from the **Y5/6 word list**.

Home Learning: *In order to practise developing the skills of reading fluently and with expression, the children are expected to read for 30 minutes **daily** and record this in their reading record.*

Mathematics: Learning in **statistics** will begin with looking at **complex line graphs**, including those with more than one line. They will move onto reading and interpreting **pie charts**, including those that represent **percentages**. Finally, they will learn how to calculate and interpret the **mean as an average**. Learning in **geometry** will focus on **shape** and **position and direction**. Building on skills from Y5, the children will learn how to measure, classify and calculate **angles**, including in **triangles, quadrilaterals and polygons**. They will move onto learn about **circles**, specifically ensuring understanding of the words "**radius**", "**diameter**" and "**circumference**". They will conclude the unit with learning about the **nets of 3-D shapes**, being reminded how to describe these shapes using **edges, faces, vertices** and **curved surfaces**. Finally, the children will learn to read and plot points in a **four-quadrant coordinate grid**, learning that the x- and y-axes can both be extended through zero into negative numbers. Once they have a good understanding of coordinates in all four quadrants, they will move onto **translating** and **reflecting** points and shapes on a coordinate grid. Daily maths lessons will include reasoning and problem-solving practice as well as fluency.

Home Learning: *To build number confidence and fluency, the children are encouraged to play the **White Rose 1-minute maths** app daily!*

Science: Our first unit, '**Animals, including humans**' takes children through six lessons where they learn how to: 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; and finally, they learn how to describe the ways in which **nutrients** and **water** are transported within animals, including humans. The second unit, '**Looking after the Environment**' takes children through six lessons and is designed to complement the DfE's sustainability science curriculum. To align with the National Curriculum this unit is delivered to further develop children's working scientific skills. Children explore: the core concepts – 'what the **climate** is, how it **changes**, the difference between a **man-made** and **natural environment** and where different types of **animals** live'.

Computing: Year 6 are to work in pairs to **plan an event collaboratively using Google Classroom**. It was decided that the event will be a year 6 leavers' party. They will present their project to the class using multi forms of media such as **text, voice narration, video production** and **images**. Software applications to be used are: **Google classroom** – to plan and store their project; **Google Sheets** – spreadsheets and data, graphs and charts; **Google Draw** – for planning, mind mapping; **Google Sites** – Event Planning template; **Google Jamboard** – event planning, mind mapping; **Video Editor** – for video production; **MS Publisher** – for marketing and advertising.



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History: This term's focus is the Mayan civilisation. The children will increase their global and chronological understanding by understanding that the more sophisticated and advanced Mayans' timeframe closely matched that of Anglo Saxon and Viking England. They will study historical evidence to build a picture of daily life for Mayans, learning about the hierarchical society within its dramatic cities and considering the key question, '**What was life like at the height of the Mayan civilisation?**'. They will also learn how to raise valid historical questions and to make inferences by interpreting evidence to make plausible suggestions as to the possible use of mystery objects. We will learn about the Mayan's belief systems, including human sacrifice, and discuss the differing morality of ancient civilisations compared with modern-day values, with our key question, '**If the Maya were so civilized, why did they believe in human sacrifice?**'. Finally, they will study historical evidence to make hypotheses for the reason the Mayan civilisation came to an abrupt end.

Geography: Year 6 will not be studying a unit on geography in the summer term.

Art and Design: Inspired by our learning in history on the Mayan civilisation, the children will make **Guatemalan worry dolls**. These are handmade dolls, most often made in Guatemala from wire, wool and small pieces of fabric. We will collect "Y" shaped twigs to make stick men, using secateurs to trim the twigs to shape. The twigs will be layered over each other to form a figure shape and then bound with **coloured wool** for clothing. They will use their **sketchbooks** to research and design their dolls, experimenting with techniques to see what does and doesn't work. We will follow this by learning about the three different types of **masks** created by the **Mayans**: celebration, battle and death masks, all with different features. After researching the different Mayan masks in sketchbooks, the children will create their own design, using **oil pastels**. The children will then use **clay** to produce their own mask using **Mayan imagery** as inspiration.

Design and Technology: Year 6 will not be studying a unit on Design and Technology in the summer term.



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Music: In music this term Year 6 pupils will continue to further their knowledge and musical skills in the areas of **listening, singing, improvising** and **composing**. We will study a unit entitled '**Musical Communication, learning to create melodies using IT platforms**'. The pupils will continue to improve their knowledge of **note values** and **notation** and will compose **short melodies** and learn how to notate extracts of music. Additionally, the children will listen to **R+B music** and study some of the history of this musical genre.

Religious Education: Year 6 will study the key question, '**What matters most to Christians and Humanists?**' This investigation allows the pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. Pupils will reflect upon what makes a code for living and will explore the meaning of moral concepts such as fairness, honesty, truth, kindness and peace. The children will have the opportunity to discuss why they hold their values and how these values make a difference to their lives.

PSHE: The core learning theme this term is **health and wellbeing**. With an initial focus on **physical health and mental wellbeing**, the children will learn what affects mental health and ways to take care of it; managing change, loss and bereavement; and managing time online. The second strand will focus on **growing and changing**. Here, the children will learn about human reproduction and birth; increasing independence and managing transition. The final strand of this theme will focus on **keeping safe**. The children will learn how to keep personal information safe; they will learn about regulations and choices, as well as about drug use and the law and drug use and the media.

PE: The first unit, '**Soccer jam**' aims to increase children's physical literacy, cognitive thinking, wellness and engagement. We will be creating and developing new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific, football-focused dance style. As we work through the unit, the children will work in groups to choreograph their own 'soccer jam' routine using football techniques. We will move onto a unit on **athletics**, practising the children's running, jumping and throwing techniques in preparation for sports day.

French: The children will **speak in sentences**, using familiar **vocabulary, phrases** and **basic language structures**. They will develop **accurate pronunciation** and intonation so that others understand when they are **reading aloud** or using familiar words and phrases. With increased confidence in the language, the children will **write phrases from memory**, and adapt these to create new sentences, to express ideas clearly. They will also be given opportunities to become aware of the **life of children in France** and other countries where French is spoken.