



# British Section, SHAPE International School

## CURRICULUM OVERVIEW - SPRING TERM 2024

### YEAR 6 - Pegasus Class



**English:** We will start the term with a study of the superb novel, *Clockwork*, by Philip Pullman. Using the book as a stimulus, the children will write **advertisements** and **persuasive formal letters**, before composing a **ghost-story narrative** in the style of the storyteller, Fritz's, tale in the book. In a link with science lessons, and using the picture books, *Charles Darwin's on the Origin of Species* retold and illustrated by Sabina Radeva and *Moth* by Isobel Thomas, the children will go on to write **biographies** of **Charles Darwin**, explaining his theory of evolution. In a final writing unit, the children will write poetry inspired by *Refugee* by Brian Bilston, mimicking its unique structure. In the Spring Term, children will be expected to begin to demonstrate all the year 6 punctuation and grammar within their writing (e.g. **colons, semicolons, dashes, passive voice, multi-clause sentences**). In reading lessons, we will read and discuss excerpts from *Clockwork* as well as a variety of age appropriate novels and poetry. We will also read non-fiction texts relating to the wider year 6 curriculum. They will practise the skills of **inference, prediction** and **summarising** and **making comparisons across and within books**. **Spelling** will be taught daily using the Spelling Shed scheme initially focusing on the year 5/6 statutory spellings, before moving onto the **suffixes** -cial, -able, -ible, -ably and -ent and -ence, and the **prefixes** dis-, un-, over- and im-.

**Home Learning:** *As well as the 30 minutes daily reading, recorded in their reading records, year six will be set weekly SATS practice questions in grammar, punctuation and spelling.*

**Mathematics** In the first unit, the children will learn about **algebra** for the first time, learning about the use of **formulae** and performing simple **equations**. We will then consolidate their learning from year 5 on **fractions, decimals and percentages**, with the children learning to confidently calculate equivalents and also how to find percentages of an amount. The following unit is **area, perimeter and volume**, where the class will become competent at calculating the area of 2D shapes, including triangles and parallelograms and also in calculating the volume of 3D shapes. The final unit on **statistics** will specifically focus on line graphs, bar charts and pie charts and learning how to calculate the **mean**.

**Home Learning:** *The children will be set weekly practice SATS maths questions. They should also continue to practise their times tables at home.*

**Science:** In the first half of term, Pegasus Class will follow a unit on **living things and their habitats**, focusing on describing how **micro-organisms, plants** and **animals** are classified into broad groups. The children will also learn how to give reasons for classifying plants and animals based on specific characteristics. Next, we will move onto studying **evolution and inheritance**, recognising that living things have changed over time and that **fossils** provide information about living things that inhabited the Earth millions of years ago. They will learn that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**Computing:** This term in computing, Year 6 will be bringing together all of their previous programming knowledge and applying it in this final coding unit. We will use our 'SPIKE Prime' Lego sets that were donated to our school by BAE systems; the children will have the exciting opportunity to design a Spike Lego robot and write their own codes to animate it in targeted and creative ways.



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**History:** Year 6 will not be studying a unit on history in the summer term.

**Geography:** We will start this term by learning about the Geography of the **United Kingdom**; in this unit, Pegasus Class will compare and contrast the different countries of the UK and learn to locate some of the UK's major cities. They will study the **physical** and **human** geography of the UK, the influence of people on the landscape of the UK and describe and explain the sorts of **industries** in which people of the UK work. They will also learn to understand the different types of **energy sources** used in the UK and evaluate the advantages and disadvantages of **wind energy**. In the second half of term, we will learn about **coastal features** and **erosion**, leading onto a comparison of the **Kent coastline** with that of **Belgium** and the **Yucatan peninsula in Mexico**, paving the way for our study of the Mayans in history in the summer term.

**Art and Design:** In art and design lessons, Pegasus Class will follow a series of lessons entitled **Brave Colour**. In this pathway, pupils are enabled to explore colour in a very personal and intuitive way. Taking inspiration from the artists **Yinka Illoria** and **Olafur Eliasson** who use colour, light and form to create **immersive installations**, pupils will be encouraged to create (propose) their **own art work**. They will be enabled to imagine "what if...?" and encouraged to share their vision or imagining with others through **mock-up artworks** and **models**. Pupils will use **sketchbooks** throughout to record, test and reflect upon their use on colour.

**Design and Technology:** We will follow a **textiles** unit of work in which the children will learn about **combining different fabric shapes**. They will generate their own project ideas by carrying out **research** and each child will design their own unique purposeful product, which they will then go on to produce; these could be items such as **tablet cases**, **mobile phone carriers** or **shopping bags**. The children will have the opportunity to select from and use a range of tools and equipment to make their fabric products and will learn basic **stitching**, **joining** and **finishing** techniques. Finally, they will test and evaluate their finished products.



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**Music:** This term, the pupils in Y6 will continue to work upon their musical skills of **singing, performing, listening** and **composing**. They will continue to learn new chords upon the **ukulele** and to incorporate these chords into singing new songs. The children will listen to a variety of **folk music from around the world** and will also create a simple **composition** that has a beginning, middle and end.

**Religious Education:** In RE this term, we will discuss the question, '**What matters most for Christians and Humanists?**' We will discuss a '**code for living,**' which Christians and Humanists abide by. Additionally, we will discuss **moral concepts** and how these underpin faith.

**PSHE:** In PSHE this term, Y6 will discuss the terms **prejudice** and **discrimination within a community**. We will discuss the role that **money** plays in people's lives and how to judge if things are 'value for money.' Additionally, we will discuss the benefits of **using the internet safely** and the need to be aware of how we use **social websites** sensitively and with permission.

**PE:** In PE, we will begin the term with a unit on netball, as we prepare for the school's **netball tournament**. The children will develop their **passing, attacking, defending** and **shooting** skills, whilst learning about the different **netball positions**. Towards the end of the unit, they will put their skills into practice during **game situations**. In the second half of term, the children will follow a unit on **gymnastics**, learning the **nine shapes** that are commonly used in gymnastics: Straight, Star, Tuck, Dish, Arch, Pike, Straddle, Front Support and Back Support. They will learn to form these shapes with the correct control and technique and to understand their importance in gymnastics. As the unit moves on, the children will put these shapes into their own **devised sequences**, learning how to travel between the shapes, **transitioning smoothly** whilst changing **speed, direction** and **level**.

**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.