



UNIT OF INQUIRY - Exhibition

	<p>Exhibition The Central Idea, lines of inquiry, transdisciplinary theme and key concepts will be developed with the students. The students will then be divided into groups and will work individually and collaboratively in order to research their area of interest; they will display skills, attitudes and the learner profile which they have developed throughout their time at the school. On completion of their work, the students will present their findings to other members of the school and their families.</p>
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UNIT OF INQUIRY - How We Organise Ourselves
(Ongoing throughout the year)

	<p>Central Idea Societal factors may influence social relationships and systems Key Concepts Responsibility Perspective Related Concepts: Justice, Equality, Diversity</p>	<p>Lines of Inquiry Gender equality and diversity How society and values have changed over time The effect of governmental systems on societies and individuals Principles of human rights and social justice Key Vocabulary Society, gender diversity, government, rights, responsibilities, laws, democracy, communism, dictatorship, elections, justice, needs</p>
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LANGUAGE

	<p>Reading Ongoing Unit - government systems Reading famous speeches & identifying persuasive language. Using conventions and language of debate to participate in whole class debates. Group guided reading related to conflict including: Goodnight Mr Tom and Adolphus Tips. Spelling and Vocabulary Vocabulary related to governance and conflict. Words that double up with a short vowel Revision of homophones Find different versions of an infinitive verb Words with the 'ch' sound as in Christmas Words that have the letter pattern 'ure' Words that have the double ff and ph</p>	<p>Writing Skills taught throughout the exhibition and through the ongoing Unit include</p> <ul style="list-style-type: none"> - Summarizing: reading and extracting the main points - Description: how government systems function - note taking: presentations - Comparison: Identifying similarities and differences between government systems <p>Exhibition examples of compositions might include the following and will include appropriate language features...</p> <ul style="list-style-type: none"> - Non chronological report: summarizing, research skills - Explanation: How something works or why something happens - Letters/email: Formality and structure - Persuasive (discussion): How to organise writing in way that will persuade someone to act/form an opinion - Summaries of findings - writing a conclusion - References/bibliography - Use of a glossary <p>Grammar and punctuation</p> <ul style="list-style-type: none"> - Students will be using varied punctuation, depending on the genre of text for the exhibition. They will be looking at which punctuation is useful and looking to use more complex examples. - Use of verbs in the present tense - Use of scientific vocabulary with exhibition research
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MATHS

	<p>Integrated Maths Data handling: Pie charts, bar graphs, how to create persuasive graphs Charts, graphs, surveys and statistics related to Exhibition Work Averages: mean, median, mode and range of a set of</p>	<p>Stand-alone Maths Data handling: Probability: comparing theoretical and experimental results, interpreting data Probability expressed as a fraction, a decimal or a percentage. Shape and Space: Angles - Estimating, Measuring and drawing angles using a protractor; calculating angles of a triangle Coordinates - Reading and writing coordinates in four</p>
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	<p>data Number: Ratio and proportion Statistics and percentages related to Governance and Elections.</p>	<p>quadrants, coordinates of reflected shapes, reflections, translations, rotations 2D & 3D Shapes - Naming 2D & 3D shapes, properties of shapes, identifying nets Measurement: Area and Perimeter</p>
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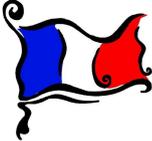
ICT

	<p>Integrated ICT Creating: Create multimedia presentations, podcasts or movies to share new learning Work with various forms of input and output Communicating Demonstrate effective use of tools to enhance presentations. Use digital tools to communicate and work collaboratively (access, discuss and contribute ideas to a topic in a conference/discussion page/Google Groups and in particular use of Exhibition Padlet) Identify and use a range of digital presentation tools that are appropriate for the intended purpose and target audience Organising Maintain an organised system of folders with a naming convention and effectively retrieve them within the Exhibition website Responsible Digital Citizen Respect the copyright of materials, use royalty free sources and give credit to sources of information including software, images, music, and video Investigating:: Create a complex form to collect survey data and access the information in a spreadsheet using a range of functions to manipulate data</p>	<p>Stand Alone ICT Organising Use shortcuts to maximize time Responsible Digital Citizen Agree not to record, photograph or post online a teacher or a student without the person's direct and clear permission</p>
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ART

	<p>Exhibition Exploring how art can be used for display and presentation. The children will be demonstrating and exploring different art forms, processes, skills to be used for the Exhibition and will then make a decision about what is the most appropriate medium to use. They will be using the following skills; planning, organising, cooperating, presenting and group decision making.</p>
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FRENCH

	<p>Integrated Reading and writing names of parts of the body Talking about minor illnesses and their remedies Exploring the concept of nationality, mother/tongue, languages and countries Telling the time: 24 hour clock Reading and writing about people describing their daily routine, time words/phrases Spelling high-frequency words</p>	<p>Stand alone Read and write numbers from 1-60 Present tense with avoir and être used for descriptions Understand how accents change letter sounds Adjectives, agreements, syntax Building a bank of most common verbs in the present tense and starting to notice patterns</p>
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MUSIC

	<p>Integrated Creating music for Exhibition - Once the students have chosen the Exhibition theme, they will work individually and as a class in order to create opening and closing songs for the event. Skills explored throughout exhibition will include: Cooperation, Respecting others, Time management, Informed choices</p>	<p>Stand alone On-going music skills: children will explore dynamics, pitch accuracy, pulse, rhythm and metre; phrase structure, diction, two- and three-part singing. Rhythm skills: learning to play syncopated rhythms using eighth rest on a percussion instrument. Music reading and performing skills: learning to read and perform music in various time-signatures.</p>
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PE

	<p>Gymnastics and Dance In gymnastics, students will learn to perform a variety of static and dynamic balances and rotations including forward rolls and cartwheels. They will also improve their jumping and landing skills and create sequences of movement individually and in small groups. In the dance unit, students will be researching, choreographing and performing their own dance routine in front of an audience.</p>	<p>Swimming, Health/Fitness and Sports Coaching In games lessons, students will participate in a swimming program, focusing on water confidence, safety, survival skills and stroke development. The health unit will cover topics including nutrition, relationships and physical well-being as well as body image. In the fitness unit, students will participate in pre and post fitness testing. They will set goals and work towards improving the components of fitness including speed, agility and power. In the sports coaching Unit, students will work in groups to plan, create and deliver sports lessons for their peers.</p>
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