

Curriculum Overview

Academic Year: **2010 - 2011**

Year: **6**



Subject	Term 1	Term 2	Term 3
Reading	Students experience a range of reading material such as narratives of fiction genre, poetry and drama. The non-fiction range includes autobiographies, biographies, diaries, journals, letters, records of observations etc which recount experiences and events. Students use their knowledge of words, sentences and texts to understand and respond to the meanings.	Reading and writing activities include comprehension, responding to characters in books and sharing favourite novels. Reading with appropriate intonation and being sensitive to the nature of the text are also encouraged. Students continue to read non-fiction material to enrich their understanding of a wide range of subject matter in other subjects.	Reading and writing activities include comprehension, responding to characters in books and sharing favourite novels. Reading with appropriate intonation and being sensitive to the nature of the text continue to be encouraged. Reading for a specific purpose such as research, is encouraged.
Writing	Students continue to learn the main rules and conventions of written English and start to explore how language is used to express meaning in different ways. The use of planning, drafting and editing is emphasised.	Writing involves recording personal responses and identifying the characteristic features of stories. Features of a good opening to a story are analysed and fiction and non-fiction sources are used as models for research. Accurate punctuation and grammar are focused upon in their own right as well as part of the drafting process.	Comprehension activities, book reviews, report writing and redrafting are also studied. The accurate and effective use of the English language is encouraged through a variety of grammar and punctuation exercises.
Speaking and Listening	In oral language, fictional texts are explored through discussion, role play and oral comprehension. Oral book reviews and mini-presentations are practised and good listening skills encouraged. Children summarise orally and discuss personal responses to various aspects of a story and features of recounted texts. They use appropriate gestures and expressions to communicate character or action and analyse and discuss verse form.	Students explore fictional texts through discussion, role play and oral comprehension. Oral reviews and mini-presentations are practised and good listening skills encouraged by analytical responses to presentations. We learn to adapt what is said and how it is said relating to the purpose and the audience. Also, they learn to respond appropriately to others.	Fictional texts are explored on a verbal basis and personal ideas discussed throughout the class. Responses made are based on discussions heard. We summarise orally, and children have the opportunity to read extracts from a variety of materials, communicating expression where applicable.
Mathematics	Mental calculation skills include: doubling, halving, multiplying and dividing. Thorough investigations of place value and extended decimal notation to hundredths are carried out. Different methods of multiplying and dividing are explored. In practical Maths, students familiarise themselves with equivalence and reduction of fractions and addition and subtraction using calculators. Data handling is also worked on.	Mental calculation skills are further developed emphasising multiplying and dividing. Decimal notation is extended to thousandths. Different methods of multiplying and dividing by two-digit numbers are explored and practised. In practical Maths, students become familiar with fractions, decimals and percentages using standard written methods and calculators. Proportion and ratio is also dealt with.	Mental calculation skills are central to our work. Detailed investigations of place value up to a million and extended decimal notation to hundredths and thousandths are carried out. In practical Maths, we become more familiar with money and relating Mathematics to „real life“ number problems and making decisions. Use is made of Information Technology to link topics of such as data of data handling and the properties of



Curriculum Overview

Academic Year: **2010 - 2011**

Year: **6**



Subject	Term 1	Term 2	Term 3
			shapes.
Science	Students revise the needs of plants and investigate food chains and classification of living things. Linked to this is work on micro-organisms. An understanding of useful and harmful micro-organisms is established and experiments carried out. A Field Trip is undertaken to see how micro-organisms are used in food processing. Investigations in soluble and insoluble materials are done through the topic "Dissolving".	Students study through investigation and inquiry different forms of matter and how different materials can change form. Reversible and irreversible materials are examined. Heat transfer through solids and liquids and gases are explored. During the second half of the term students study properties of light and how we are able to see things. A lot of experiments are done for students to fully appreciate the movement of light through different media.	A lot of experiments are conducted to enable children appreciate the concept of force. They investigate different forces, and a thorough study of gravity and friction is undertaken. In the final half of the term, students study simple circuits. They are helped in understanding components of an electric circuit and they appreciate the flow of electric current as well as poor and good conductors of electricity.
Social Studies	Through investigative study children learn about the Indus valley, the beginning of civilisation and relate life then to life today. Students study the physical features of Zambia relating to water bodies and rivers and the key land forms. They revise the political map of Zambia and her neighbours. Through the project title, "World Passport", students investigate their home countries and so have a broader understanding of other countries.	We examine the lives of people in the ancient Greek civilization and how their ideas affect us today. Children are encouraged to conduct comprehensive research and present the information in various ways including written and oral presentations. Children carry out an investigative study of rivers with regard to the stages of the water cycle; how rivers erode, transport and deposit materials to produce particular landscape features and the characteristics of a river system in a specific part of the world.	Students investigate the life of a famous person or group through the study of the Beatles. They do a project on the life of a well known political figure or entertainer or any other renowned person. Students look at the distribution of countries of the world and pay attention to population distribution, world population growth and factors that affect them; international relations on the basis of economy and politics through regional and international organisations such as the UN.
Art	Students review the basics of drawing. They are introduced to perspective and landscape drawing. They also review the colour wheel and explore complimentary colours in detail and take examples from the work of Kandinsky. They do advanced printing techniques and collage work related to geometry. They also do seasonal art activities related to Zambian Independence, Diwali and Christmas.	They have the opportunity to study Leonardo Da Vinci, his styles and inventions. They do a design project related to Da Vinci, an invention, an aircraft or a computer of the future. They do art activities related to Ancient Greece and seasonal art activities related to Valentine's Day and Easter.	They look at portrait styles of the old masters, particularly Da Vinci and create portraits in his style, then self portraits towards the end of term. They do 3D sculpture relating to their curriculum, using a wide variety of mediums-, such as paper mache, mod roc and wire.



Curriculum Overview

Academic Year: **2010 - 2011**

Year: **6**



Subject	Term 1	Term 2	Term 3
French	<p>In Term 1 children learn and revise time, date, seasons, weather, likes/dislikes, foods (fruits, vegetables, meats) cutlery, groceries and meals. Grammar includes prepositions, some verbs (manger et boire) sentence building including simple questions.</p> <p>The method "La Jolie Ronde" (Mon Tour de France) Book 4 of 4 is used from unit 10 to unit 13.</p> <p>The new vocabulary is introduced through songs, stories, flash cards, role-plays, finger rhymes, videos and CDs.</p>	<p>In Term 2, children learn about numbers from 1 to 1000, clothes, foods, meals, names of places in town, asking and giving directions and price. Grammar covers topics such as gender, recognition of negative sentences, building of sentences, articles and possessives adjectives.</p> <p>The method "La Jolie Ronde" (Mon Tour de France) Book 4 of 4 is used from unit 14 to unit 16.</p> <p>The new vocabulary is introduced through songs, stories, flash cards, role-plays, finger rhymes, videos and CDs.</p>	<p>In Term 3, children learn about meals, foods, drinks, ordering foods in a restaurant, time of the day, house and garden and grammar, making complete sentences.</p> <p>The method "La Jolie Ronde" (Mon Tour de France) Book 4 of 4 is used from unit 16 to unit 19.</p> <p>The new vocabulary is introduced through songs, stories, flash cards, role-plays, finger rhymes, videos and CDs.</p>
Physical Education	<p>In Games Year 6 Unit 2 and Unit 4 from Primary School Games is used. In Unit 2 the focus is on volleyball: learning specific tactics and skills; playing mini versions of the major game which develop the skills and tactics; developing sending a ball towards a court or target area which their opponent is defending; aiming to get a ball to land in the target area and make it difficult to return.</p> <p>In Unit 4 the focus is on basketball: learning specific tactics and skills; playing mini versions of the major game which develops the skills and tactics.</p> <p>In Swimming the focus is on developing quality stroke technique up to 100 metres, incorporating skills learnt and combining them to develop a linked routine.</p>	<p>In Games Year 6 Unit 1 & 4 from Primary School Games is used. In Unit 1 the focus is on football: learning specific tactics and skills; playing mini versions of the major game which develop the skills and tactics; improving attacking and defending play; thinking about skills, strategies and tactics to outwit the opposition.</p> <p>In Unit 4 the focus is on rugby for boys and netball for girls: learning specific tactics and skills; playing a mini version of the major game which develops the skills and tactics.</p> <p>In Swimming the focus is on developing quality stroke technique up to 100 metres, incorporating skills learnt and combining them to develop a linked routine.</p>	<p>In Athletics Year 6 Unit 1 & 2 from Primary School Athletics is used. In Unit 1 the focus is on developing techniques of: drive and speed; throwing styles – push (shot) – sling (discus); jumping – long (long jump) – combination (triple jump); pull throw (javelin); running over obstacles; running for distances.</p> <p>In Unit 2 the focus is on developing techniques of: stride frequency and smooth relay take-overs (upsweep and down sweep); jumping for height (scissor jump); changing direction at speed; pull throw and changing speed.</p> <p>In Year 6 Games Unit 1 from Primary School Games is used. The focus is on hockey: learning specific tactics and skills; playing a mini version of the major game which develops the skills and tactics; improving attacking and defending play; thinking about skills, strategies and tactics to outwit the opposition.</p>



Curriculum Overview

Academic Year: **2010 - 2011**

Year: **6**



Subject	Term 1	Term 2	Term 3
Music	Students are introduced to scales and keyboards. They read, play and compose some simple music using the pitched percussion instruments. They learn about African music and study music from the Classical Period.	Students continue to practise their note-reading skills while playing pitched classroom instruments. They are introduced to the music of the Romantic period (Victorian time) and compose a waltz. They are introduced to simple Jazz music.	Students are introduced to the bass clef. They continue to practise their note reading skills and to apply tempo, dynamics and expressions while singing and playing simple songs, using the pitched classroom instruments.
Information Technology	The students learn to use presentation software. They present a simple project using a presentation package that includes text, pictures and sounds.	The students learn about spreadsheets and the use of formulae and charts. They complete "What If?" scenario worksheets.	Students learn to use the Internet to search large databases. They are introduced to the hardware components in a computer system and the range of programs available. Also, students will practise graphical representation of data using a spreadsheet application.

