

Curriculum Overview

YEAR 6

Lusaka International Community School
242A Kakola Road, Roma
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447
E-Mail: head@lics.sch.zm
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Subject	Term 1	Term 2	Term 3	Term 4
Reading	<p>Instructions To examine the style, language and impact of a range of non-fiction writing, particularly biography and first and third person narration. To look at how paragraphs, chapters and headings are used in biographical texts.</p> <p>Stories with Familiar settings To become familiar with classic children's authors. To use extracts to extend use of inference and ability to use explicit and implicit information. To consider how paragraphs and chapters are structured and linked. To develop as active and articulate readers.</p> <p>Punctuation & Grammar To secure the use of all punctuation marks and to use them to guide intonation in reading. To examine the style, language and impact of a range of non-fiction writing (particularly biography & journalistic writing) To consider why authors sometimes</p>	<p>Traditional tales and stories from other cultures To understand aspects of narrative structure, such as the handling of time. To consider how paragraphs and chapters are structured and linked. To develop as active and articulate readers.</p> <p>Reading Classic Poetry To read and enjoy classic poetry and to develop familiarity with the poets.</p> <p>Punctuation & Grammar To secure the use of all punctuation marks and to use them to guide intonation in reading. To read and interpret poems in which meanings are implied or multi-layered.</p> <p>Spelling and Vocabulary To explore proverbs, sayings and figurative expressions.</p>	<p>Non-chronological reports To recognise the language, style and impact of a range of non-fiction writing. To recognise key features of non-chronological report writing.</p> <p>Explanations and dictionaries entries To recognise key characteristics of non-fiction text types. To identify features of balanced written arguments. To identify features of balanced written arguments.</p> <p>Punctuation & Grammar To secure the use of all punctuation marks and to use them to guide intonation in reading. To understand aspects of narrative structure, such as the handling of time. To summarise the events in a paragraph or passage.</p> <p>Spelling and Vocabulary To explore proverbs, sayings and</p>	<p>Poems by significant poets To understand language and features of a poem written by an established poet. To read and interpret poems in which meanings are implied or multi-layered. Explore how poets manipulate and play with words and their sounds. To consider the effect of poet's play on words and meanings. To summarise the events in a paragraph or passage. To consider how paragraphs are structured and linked. To develop as active and articulate readers.</p> <p>Stories by significant children's authors To understand aspects of narrative structure, such as the handling of time. To consider how paragraphs are structured and linked.</p> <p>Punctuation & Grammar: To secure the use of all punc-</p>

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	<p>choose first person narration. To take account of viewpoint in a story and distinguish between narrator and author.</p> <p>Spelling and Vocabulary To explore proverbs, sayings and figurative expressions.</p>		<p>figurative expressions.</p>	<p>tuation marks and to use them to guide intonation in reading. To understand aspects of narrative structure, such as the handling of time.</p> <p>Spelling and Vocabulary To explore proverbs, sayings and figurative expressions.</p>
Writing	<p>Instructions Reading and analysing biography, autobiography and journalistic writing, then imitating the styles of writing. Learners use Book Creator to produce information on a significant person. This is linked with Social Studies.</p> <p>Stories with familiar settings Reading and analysing extracts from classic children's fiction, then planning and writing an episode in the same style. To plan to write an extended story using classic fiction as a model for writing. To use paragraphs and chapters to structure a story. To write a story.</p>	<p>Poems in familiar settings Reading and discussing classic poetry and part of a Shakespeare play. To prepare and practise a short performance of such. Evaluate and contrast their performances.</p> <p>Traditional tales and stories from other cultures Reading and analysing long established stories, including suspense. To plan to write a short story creating a particular atmosphere. To use paragraphs to structure a story. To write a story.</p>	<p>Non-chronological reports Reading and analysing reports and explanations in formal and informal writing. To recognise key features of non-chronological report writing. To recognise the language, style and impact of a range of non-fiction writing. To summarise information. To use paragraphs to structure a text. To research before writing non-chronological texts linked to work in other subjects. To agree success criteria. To edit and redraft the text, improving the selection of information, vo-</p>	<p>Stories by significant children's authors Reading and analysing stories in which time plays a significant part, including those by significant children's authors. To plan and write a short story with events out of sequence. To use paragraphs to structure a text. To edit and redraft the text, improving the selection of information, vocabulary and sentence structure.</p> <p>Poems by significant poets Reading and discussing a</p>

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	<p>To edit and redraft the story, improving the selection of vocabulary and checking spelling and punctuation. To explore proverbs, sayings and figurative expressions.</p> <p>Spelling & Vocabulary: To continue to learn words, apply spelling and pursue accuracy in spelling. To investigate spelling rules and exceptions, including developing knowledge of word roots, prefixes and suffixes. To develop increased understanding of word origins, exploring definitions and shades of meaning.</p> <p>Punctuation & Grammar: To understand conventions of Standard English. To revise all word classes. To revise the grammatical and language conventions of different text types. To develop control of complex sentences, manipulating the clause order for effect and punctuating the sentences properly. To secure the use of all punctuation marks in writing.</p>	<p>To edit and redraft the story, improving the selection of vocabulary and checking spelling and punctuation.</p> <p>Spelling & Vocabulary: To continue to learn words, apply spelling and pursue accuracy in spelling. To investigate spelling rules and exceptions, including developing knowledge of word roots, prefixes and suffixes.</p> <p>Punctuation & Grammar: To understand conventions of Standard English. To revise all word classes. To revise the grammatical and language conventions of different text types. To introduce the active and passive voice. To recognise the use of the conditional. To develop control of complex sentences, manipulating the clause order for effect and punctuating the sentences properly. To secure the use of all punctuation marks in writing.</p>	<p>cabulary and sentence structure. Checking spelling and punctuation.</p> <p>Explanations and dictionaries entries Reading and analysing discursive, formal writing. To recognise key characteristics of non-fiction text types. To identify features of balanced written arguments. To participate in a debate about a controversial issue. To argue a case in writing, developing points logically and convincingly. To write a balanced report of a controversial issue. To edit and redraft the text, improving the selection of vocabulary and checking spelling and punctuation.</p> <p>Spelling & Vocabulary: To develop an increased understanding of word origins and changes in meaning over time.</p> <p>Punctuation & Grammar:</p>	<p>range of poetic forms. To write a poem for a themed collection.</p> <p>Spelling & Vocabulary: To explore definitions and shades of meaning. To explore new words in context.</p> <p>Punctuation & Grammar: To reflect on variations in speech and appropriate use of Standard English. To develop use of the active and passive voice. To consider the use of the conditional. To secure the use of all punctuation marks in writing.</p>

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			<p>To explore proverbs, sayings and figurative expressions.</p> <p>To continue exploring the active and passive voice.</p> <p>To recognise the use of the conditional.</p> <p>To secure the use of all punctuation marks in writing.</p>	
Speaking and Listening	<p>To speak confidently and make effective contributions in group and class discussions:</p> <p>Leaners are encouraged to:</p> <ul style="list-style-type: none"> vary the vocabulary, expression and tone of voice to engage the listener. speak confidently in formal and informal contexts. pay close attention to what others say, following up their ideas and asking thoughtful questions. 	<p>To speak confidently and make effective contributions in group and class discussions:</p> <p>Leaners are encouraged to:</p> <ul style="list-style-type: none"> vary the vocabulary, expression and tone of voice to engage the listener. speak confidently in formal and informal contexts. pay close attention to what others say, following up their ideas and asking thoughtful questions. 	<p>To speak confidently and make effective contributions in group and class discussions:</p> <p>Leaners are encouraged to:</p> <ul style="list-style-type: none"> vary the vocabulary, expression and tone of voice to engage the listener. speak confidently in formal and informal contexts. pay close attention to what others say, following up their ideas and asking thoughtful questions. 	<p>To speak confidently and make effective contributions in group and class discussions:</p> <p>Leaners are encouraged to:</p> <ul style="list-style-type: none"> vary the vocabulary, expression and tone of voice to engage the listener. speak confidently in formal and informal contexts. pay close attention to what others say, following up their ideas and asking thoughtful questions.
Mathematics	<p>Number and Problem Solving</p> <p>To know the values of digits up to 1 million. Be able to multiply and divide any</p>	<p>Geometry and Problem Solving</p> <p>Classify different polygons. Visualise and describe the properties of 3D</p>	<p>Handling Data and Problem Solving</p> <p>Solve a problem by representing,</p>	<p>Number and Problem Solving</p> <p>Count on and back in fractions and decimals, e.g. 1/3s, 0.1s,</p>

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	<p>whole number from 1 to 10000 by 10, 100 or 1000. Finding factors and multiplies of numbers. Rounding whole numbers to the nearest 10, 100 or 1000. Use the <, > and = signs correctly. Estimate where 4digit numbers lie on an empty 0 – 10000 line. Sequence numbers. Recognise prime numbers up to 20 and find all prime numbers less than 100. Divide 2 digit numbers by single digit numbers, including leaving a remainder.</p> <p>Measure and Problem Solving Convert between units of measurement, using decimals to three places. Interpret readings on different scales. Draw and measure lines to the nearest centimetre and millimetre. Tell the time using digital and analogue clocks using the 24-hour clock system. Compare times on digital/analogue clocks. Read and use timetables. Calculate time intervals using digital and analogue times. Use a calendar to calculate time intervals in day, weeks or months. Perimeter and area of rectilinear shapes. Estimate the area of an irregular shape by counting squares. Calculate perimeter and area of simple compound shapes that can be spilt into rectangles.</p>	<p>shapes. Nets. Identify and describe properties of quadrilaterals and classify using parallel sides, equal sides, equal angles. Check that the sum of the angles in a triangle is 180 degrees. Read and plot co-ordinates in all four quadrants. Rotate polygons.</p> <p>Number and Problem Solving To know the values of digits up to 1 million. Be able to multiply and divide any whole number from 1 to 10000 by 10, 100 or 1000. Finding factors and multiplies of numbers. Rounding whole numbers to the nearest 10, 100 or 1000. Use the <, > and = signs correctly. Estimate where 4digit numbers lie on an empty 0 – 10000 line. Sequence numbers. Recognise prime numbers up to 20 and find all prime numbers less than 100. Divide 2 digit numbers by single digit numbers, including leaving a remainder.</p>	<p>extracting and interpreting data in tables, graphs, charts and diagrams. Find the mode and range of a set of data Begin to find the median and mean of a set of data. Use the language associated with probability to discuss events, to assess likelihood and risk, including those with equally likely outcomes.</p> <p>Measure and Problem Solving Convert between units of measurement, using decimals to three places. Interpret readings on different scales. Draw and measure lines to the nearest centimetre and millimetre. Tell the time using digital and analogue clocks using the 24-hour clock system. Compare times on digital/analogue clocks. Read and use timetables. Calculate time intervals using digital and analogue times. Use a calendar to calculate time intervals in day, weeks or months. Perimeter and area of rectilinear shapes. Estimate the area of an irregular shape by counting squares. Calculate perimeter and area of sim-</p>	<p>and repeated steps of whole numbers Order numbers with up to two decimal places Compare fractions with the same denominator and related denominators, e.g. $\frac{3}{4}$ with $\frac{7}{8}$. Order mixed numbers and place between whole numbers on a number line. Change an improper fraction to a mixed number, e.g. $\frac{17}{8}$ to $2\frac{1}{8}$. Reduce fractions to their simplest form, where this is $\frac{1}{4}$, $\frac{1}{2}$, or $\frac{3}{4}$ or a number of fifths or tenths. Understand percentage as parts in every 100 and express $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{10}$ $\frac{1}{100}$ as percentages. Find simple percentages of shapes and whole numbers. Solve simple problems involving ratio and direct proportion.</p>

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	<p>In year 6 it is important that learners become confident users of calculators. They need to recognise that the calculator is a tool of which they are in control and to understand how it can help them to develop their mathematics.</p>		<p>ple compound shapes that can be split into rectangles.</p>	
Science	<p><u>Human Organs and Systems:</u> Students find out about specific organs, their related systems and basic functions. Organs covered include: the heart, the lungs, the digestive system, the kidneys and the brain.</p> <p><u>Living Things in the Environment:</u> Students' knowledge is extended by their finding out how plants and animals in different habitats are adapted to their environment and how these are dependent upon each other. In addition, students develop "Green" ideas in and around school.</p>	<p><u>Material changes:</u> Students are shown how to classify changes as reversible or irreversible. They learn about dissolving and making solutions. They re-visit work on soluble and insoluble solids and learn how to separate different mixtures by filtration and/or evaporation. Burning is introduced as an example of an irreversible change.</p> <p><u>Forces and Motion:</u> Students begin to apply previous knowledge of forces – magnetism, gravity and friction. They find out about the direction that forces act in</p>	<p><u>Electrical Conductors and Insulators:</u> Learners discover which materials are good electrical conductors and insulators. They increase the number of components in a circuit and observe the effects. They learn conventional symbols for drawing circuit diagrams.</p>	<p><u>Micro-organisms:</u> During the term students investigate harmful and useful micro-organisms. The Learners learn about communicable diseases and how to prevent them.</p> <p>"Growing Up" sessions take place in conjunction with PSHE lessons.</p>

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	<p>Both of these topics are the focus of a class trip to a game farm in Choma.</p> <p>“Growing Up” sessions take place in conjunction with PSHE lessons.</p>	<p>and how to measure forces using forcemeters. They learn about how forces affect moving objects.</p> <p><i>As we move more in to Checkpoint Revision, sites such as Quizlet, Kahoot and Socrative are used to consolidate learning.</i></p>		
Social Studies	<p>Significant People Some people have made such a big difference in the world that their influence on our lives can still be felt today. From scientists to sports people, from politicians to musicians, from all backgrounds, countries, races and religions there are people whose ideas or achievements have singled them out from others. We will learn about significant people who have touched our lives in some way. In this unit we also look at the Dalai Lama and Buddhism.</p> <p><i>Learners use Book Creator to produce information on a significant person. This is linked with Literacy.</i></p>	<p>Big Geographical picture: This topic covers the following: Different regions, Processes that shape landforms, Human activities in different regions, How to use maps, globes, aerial photos and satellite photos, Climate and weather patterns, How to set up a weather station and keeping records, Environmental change. About different sources of energy. Looking at alternative ways of generating energy. How our community can save energy.</p>	<p>Current affairs and the media: Together we are going to use the idea of making the news to learn how we know about, how we interpret and how we are represented and involved in current affairs at a local, national and global level.</p>	<p>Global Citizenship Projects Being a Global Citizen, means being aware of the wider world around us. As citizens of today’s world, we have a responsibility to understand issues (social, economic or environmental) that impact our planet.</p> <p>With this in mind, the Year 6 students will work on projects, over a six-week period, in school. The work will start after their Checkpoint exams. <i>All projects need to have an element of technology and the students will have access to the school iPads to do this. For this, they may choose to use apps</i></p>

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				that they have been learning such as green screen, stop motion, animation and iMovie.
GCE	<p>Social Justice and equality To begin to understand issues regarding gender inequality</p> <p>Identity and diversity To demonstrate an understanding of prejudice, racism and sexism and ways to combat these</p> <p>Globalisation and interdependence To consider how local actions effect the wider world (climate change)</p>	<p>Sustainable Development To explore environmentally - responsible living and global inequalities in ecological footprints</p> <p>Peace and conflict To research examples of conflict past and present, in their own society and others</p>	<p>Human rights To consider who is responsible for ensuring that rights are being met. (E.g. teachers, local / national governments...)</p> <p>Power and Governance To explore difference in governance across the world</p>	<p>Global Citizenship Education Projects: The students will be expected to research, understand, be curious, think critically and suggest solutions to current issues affecting our world</p>
Art	<p>Unit 1 – Calendar Project 'Kindness Matters' Generating ideas in their sketchbooks, developing and creating a final composition for the Calendar entry.</p> <p>Unit 2 – Drawing Skills Continuing to develop 3-D Form, tonal graduation and texture using various drawing materials. Developing their knowledge of one-point perspective and two-point perspective. Observational drawing of people, outdoor object or buildings. Working on texture of</p>	<p>Unit 3 - Leonardo Da Vinci A History of his life and work. Focusing on his sketches and drawings. Encouraging them to practice drawing and use their sketchbooks to explore figure drawing, in various positions and close-up observation of hands, feet and faces. Strand: Drawing</p> <p>Unit 4 – Painting Skills Increasing confidence with mixing and applying Primary, Secondary and Tertiary colours. Learning about</p>	<p>Unit 5 – Georgia O'keefe A history of O'keefes life and collection or work. Continuing skills of reflection, questioning, comparison and analysis. 'O'keefe Flowers' Drawing flowers from observation in sketchbooks. Practice tint, tone, shade and blending in sketchbook. Using a chosen flower from their work/sketches, enlarge its scale onto an A2 paper. Paint using skills and increased knowledge of tint, tone, shade and blending.</p>	<p>Unit 7 – 'I am an Inventor' Pupils will become designers and inventors for this project. Exploring historical inventors and contemporary designers. Using their sketchbooks to research and develop ideas. Designing a purposeful invention that they will present on a Design board for display during a design fair at LICS.</p> <p>GCE Project Design or Art-</p>

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	objects and tonal changes (shadow). Creating a final piece using these skills. Strand: Drawing	complimentary colours. Increasingly controlling colour, tint, tone and shade. Using acrylic paint. Creating a final piece, drawing a still life of three enlarged objects and painting them using their knowledge and increased skill. Strand: Drawing, Paint and Colour	Strand: Drawing, Paint and Colour. Unit 6 – Cross curricular: ‘Making the News’ Storyboard illustrating action and expression. Increasing their confidence drawing figures in various positions and facial expressions. Strand: Drawing and Colour	work Producing a 2-D or 3-D piece of art or design work to present with their GCE Project presentations.
French	Unit 10 Fruits: The children learn new vocabulary related to fruits using <i>le, la, l’ et les</i> through role play shopping. Unit 11 le verbe avoir: The children learn how to ask for food, conjugate the verb <i>avoir</i> and ask about fruit/vegetable preferences through dialogues and videos. Unit 12 les repas: The children ask and talk about meals, mealtimes and food preferences by designing their own menu.	Unit 13 Drinks and food: The children learn new vocabulary related to food and drinks and learn how to ask what there is to eat and drink through videos and flashcards. Unit 14 Offering food and drinks: The children learn how to use the negative form, both in verbal and written communication, with regards to offering and accepting/rejecting food through dialogues and videos.	Unit 15 Places around town: The children learn new vocabulary related for places around town by designing their own town. Additionally, they will learn how to ask and give directions through role play. Unit 16 Le verbe aller: The children learn how use the verb <i>aller</i> with <i>à</i> through a rap and a French proverb.	Unit 17 La maison: The children describe a house, give and ask for an address through role play and revise the weather and geographical location of towns. Unit 18 Les pieces: The children learn new vocabulary about the house and design a house displaying the different rooms. Unit 19 Creative writing: The children learn how to write passages through sentence construction techniques and read a short story.

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Physical Education	<p>Basketball: Children participate in a range of activities such as the art of bouncing; throwing, catching and pivoting. Children continue to develop ball handling with particular emphasis on accuracy in the four basic passing techniques.</p> <p>Swimming: Children develop the four basic strokes: front-crawl, breaststroke, backstroke and butterfly. They learn to refine their strokes for competition.</p>	<p>Basketball: Baseline assessment. Develop basic game-playing skills, in particular outwitting opponents using the skills such as dribbling and passing, and catching. Leveling assessment.</p> <p>Swimming: Combine skill techniques and ideas and apply them accurately and appropriately in swimming. Students also focus on competitive swimming. Leveling assessment.</p>	<p>Swimming: Refine all water skills, advanced breathing, buoyance, propulsion and streamlining, water entry and exit and other water skills as well as the 4 stroke development. Assessment.</p> <p>Football: children develop football skills, emphasis on dribbling, passing and receiving accuracy. They are introduced to seven-aside team games. Leveling assessment.</p> <p>Netball: Children to develop ball handling with particular emphasis on passing, receiving with accuracy in the four basic passing techniques. The rules are introduced.</p>	<p>Hockey: Learn how to use appropriate technique for defensive and offensive play. Outwit using different passing and receiving techniques. Leveling assessment.</p> <p>Athletics: baseline assessments. In throws, jumps and sprints.</p>
Music	<p>Compose melodies and notate them. Children add an accompaniment to their melodies.</p> <p>Children watch a selection of TV adverts with contrasting music. They discuss how the music is effective in helping to advertise the products.</p>	<p>Theory; - Time values, bars-lines, notes on the stave, the treble (G) clef and the bass (F) clef. Rests, Ties, dots and accidentals, Semitones and tones.</p> <p>Practical (Recorder):-Five left-hand notes –B, A, G, and D. Introducing the right-hand F#, E and D.</p>	<p>Theory: - the scale and key signatures of C, G, D and F major.</p> <p>Practical (Recorder): - “Pinched notes”, further use of the right-hand – F and C The children will learn different instruments and the materials they are made of.</p>	<p>Theory:- Degrees of the scale and intervals, the tonic triad and composing an answering rhythm.</p> <p>Practical (Recorder): - Introducing the Flat – B flat, the three higher notes-F', F#' and G”.</p>

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Information Technology	Control: to create various virtual simulations using CoCo software, including traffic light systems, elevators, and . Time is also spent using a range of multimedia, cross-curricular activities to enhance their language, number and science skills.	Multimedia: using video and animation. Time is also spent using a range -curricular activities to enhance their language, number and science skills.	Computer Networks: Students are introduced to networks and their design. Time is also spent using a range of multimedia, cross-curricular activities to enhance their language, number and science skills.	Web Authoring: to design a basic website using Microsoft Expression Web software. Time is also spent using a range of multimedia, cross-curricular activities to enhance their language, number and science skills.
Personal, Social and Health Education	PSHE discussions revolve around the current school monthly character themes.	PSHE discussions revolve around the current school monthly character themes. “Growing Up” sessions take place in conjunction with Science lessons.	PSHE discussions revolve around the current school monthly character themes.	PSHE discussions revolve around the current school monthly character themes. “Growing Up” sessions take place in conjunction with Science lessons.

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