SAFA BRITISH SCHOOL

Curriculum booklet

Year 6

SAFA BRITISH SCHOOL

Contents

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English

Reading

Decoding

- I can explain different features of language such as abbreviations, colloquialisms and specialist vocabulary.
- I can identify different features of language used in poems and prose, e.g. dialect.
- I can use connectives as signposts to indicate a change of tone.
- I can read age-appropriate books with confidence and fluency (including whole novels)
- I can work out the meaning of words from the context.
- I can read aloud with intonation that shows understanding.
- I can read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognise their meaning through contextual cues.

Comprehension

- I can distinguish between statements of fact and opinion.
- I can recognise texts that contain features of more than one text type.
- I can summarise main ideas, identifying key details and using quotations for illustration.
- I can discuss how characters change and develop through texts by drawing inferences based on indirect clues;
- I can draw out key information and summarise the main ideas in a text.

Inference

- I can identify the writer's viewpoint and explain the effect on the reader.
- I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes.
- I can use PEE (Point, Evidence, Explain) to support predictions and inferences.
- I can use detailed knowledge of text types to make reasoned predictions and opinions.

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English

Reading

Language Features
• I can compare and contrast the styles of individual writers and poets providing examples. • I can evaluate how authors use language, including figurative language, considering the impact on the reader. • I can comment on and explain the writer's use of language features. • I can analyse the use of language, including figurative language and how it is used for effect.
Personal Responses
• I can articulate personal responses to literature, identifying how and why the texts affect the reader due to author intent. • I can ask questions to improve my understanding of a text. • I can consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters)
Wider Reading
• I understand that texts reflect the time and culture in which they were written • I can identify different character types across a range of texts. • I can identify themes across a range of texts (social, cultural and historical). • I can confidently recite a wide range of poetry by heart. • I can read for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

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English

Writing

Handwriting

- Write legibly, fluently and with increasing speed.
- Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task

Composition

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened t or seen performed.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance t action.
- Précising longer passages of writing.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of spee and writing and choosing the appropriate register.
- Proofread for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (oracy).

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English

Spelling,Grammar and Punctuation

Spellings

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters [for example, *knight, psalm, solemn*].
- Continue to distinguish between homophones and other words which are often confused.
- Use dictionaries to check the spelling and meaning of words.
- Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

Grammar and Punctuation

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using passive verbs to affect the presentation of information in a sentence.
- Using the perfect form of verbs to mark relationships of time and cause.
- Using expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.
- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity.
- Using brackets, dashes or commas to indicate parenthesis.
- Using semicolons, colons or dashes to mark boundaries between independent clauses.
- Using a colon to introduce a list.
- Punctuating bullet points consistently.

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English

Spelling,Grammar and Punctuation

Detail of content to be introduced	
Word	• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little]
Sentence	• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	• subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

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Maths

Term 1

Number: Place Value

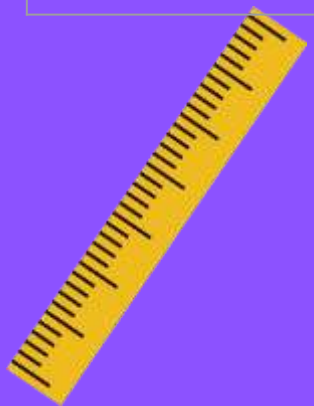
- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- Solve number and practical problems that involve all of the above

Number: Addition, Subtraction, Multiplication and Division

- Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.
- Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.
- Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.
- Perform mental calculations, including with mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.

Number: Decimals

- Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- Multiply one-digit numbers with up to 2 decimal places by whole numbers.
- Use written division methods in cases where the answer has up to 2 decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy



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Maths

Fractions

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions > 1
- Generate and describe linear number sequences (with fractions)
- Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example 1/4 x 1/2 = 1/8]
- Divide proper fractions by whole numbers [for example
- 1/3 ÷ 2 = 1/6]
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 3/8]
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Number: Percentages

- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

Term 2

Measurement: Converting Units

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.
- Convert between miles and kilometres.

Measurement: Area, Perimeter, Volume

- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3)

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Maths

Number: Ratio

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Statistics

- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate the mean as an average.

Term 3

Geometry: Properties of Shapes

- Draw 2-D shapes using given dimensions and angles.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Number: Algebra

- Use simple formulae
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.

Geometry: Position and Direction

- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

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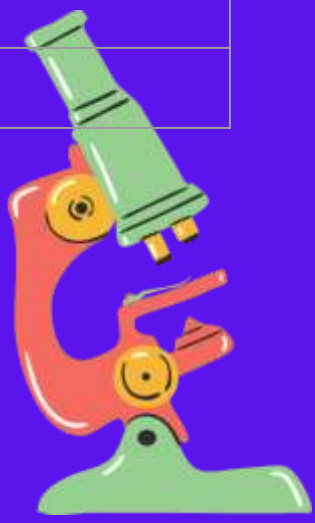
Science

Animals, including humans.
• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels, blood, muscles (antagonistic) and the lungs.The Human skeleton should be linked in. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function the effect of exercise on the heart rate. • Describe the ways in which nutrients and water are transported within animals, including humans.
All living things in their habitats
• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals link to the major taxonomic groups. • Give reasons for classifying plants and animals based on specific characteristics.How to use and make classification keys
Light
• Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that non-luminous objects are seen because they give out or reflect light into the eye plus that light reflects off plane surfaces. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects



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Science

Evolution and inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago, cite the work of Mary Henning how creatures adapting to their habitat have led to creatures evolving into new species.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.

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Science

Working Scientifically

Questioning
I can ask my own questions. use their scientific experiences to explore ideas and raise different kinds of questions.
Scientific enquiry
I can plan and set up different type of enquires. • Talk about how scientific ideas have developed over time. • Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions.
Simple test
I can set up my own simple tests. • Recognise when and how to set up comparative fair tests and explain which variables that needs to be controlled and why.
Classification/grouping
I can Identifying and Classifying my data. Use and develop keys and other information records to identify, classify and describe living things and materials, identify patterns that might be found in the natural environment.
Secondary Sources
I can use secondary sources when required. Recognise which secondary sources will be most useful to research their ideas and begin to separate opinions from fact.

SAFA BRITISH SCHOOL

Science

Working Scientifically

Equipment/measurement
I can use different equipment to measure accurately in standard units. Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.
Observation
I can make careful observations. make their own decisions about what observations to make, what measurement to use and how long to make them for. Look for different casual relationships in their data and identify evidence that refutes or supports their ideas.
Record data
I can gather, record, classify and present data in different ways eg. Labelled diagram. Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Conclusion
I can draw simple conclusions and explain my conclusion orally or in writing. • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. • Use oral and written forms such as displays and other presentations to report conclusions and explanations of degree of trust in results.
Further Questioning
I can suggest improvements and raise further questions. Use their results to make predictions and identify when further observations, comparative and fair test might be needed.

SAFA BRITISH SCHOOL

MSC

Moral, Social and Cultural Studies

Character and Morality

- Explain the meaning of the moral values of care, kindness and generosity
- Explain, with a fair degree of clarity, how they perceive an ethical dilemma situation, in a story they have read
- Rephrase succinctly the key points of a fellow student's perception of an ethical dilemma, check for accuracy and give the original speaker an opportunity to clarify
- Identify and describe the feelings of different people or characters in a story who find themselves in an ethical dilemma
- Demonstrate virtuous behaviour, for example by demonstrating a capacity for patience or forgiveness, in their dealings with other people
- Participate in a discussion about what it might mean to be a good person while recognising the different ways that the term 'good person' can be defined
- Illustrate that it is possible for humans to change for the better by developing their moral character and that nobody is inherently a good or bad person

Individual and Community

- Explain the factors that affect their confidence and self-esteem, and how they can develop their resilience
- Present and discuss ideas about identity and how the attitudes and actions of others can affect individuals' sense of self-worth either positively or negatively
- Demonstrate an awareness of the needs of others, including vulnerable groups, such as the elderly, and provide practical support, and consideration
- Demonstrate an awareness of environmental issues locally, at a national and global level
- Relate how they affect and influence environmental issues, including how they can take practical action on issues such as recycling, litter and noise
- Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for their own self-growth, drawing on examples of inspirational Olympians
- Decide how to use leisure time most effectively by providing evidence of increased participation in the local community
- Confidently discuss with others some of the ethical questions surrounding sport, particularly the reasons for foul play, doping and cheating and whether tolerance or forgiveness should be applied

SAFA BRITISH SCHOOL

MSC

Moral, Social and Cultural Studies

History

- Inquire about a topic in history, examine various sources, interpret findings and utilise evidence to draw conclusions that respond to the inquiry
- Examine causes and outcomes of a selected historical event
- Explain how significant individuals and their ideas and beliefs have influenced history
- Examine a historical event from various perspectives
- Compare models for organising history into periods

Geography

- Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest and tundra
- Explain the relationships between the locations of places and regions and the characteristics of the environment, including resources
- Identify the location of places and regions in the world
- Identify features in the world such as, continents, waterways, mountain ranges, cities,etc on a map using latitude and longitude
- Discuss how natural events in the physical environment affect human activities
- Utilise appropriate tools to create and interpret geographical data such as, locations, sizes of various places, distances between places, etc

Sociology

- Explain how people in the past had to adapt to the environment
- Examine why environmental characteristics vary in different regions
- Define regions and places by their human and physical characteristics
- Explain the influence of geographic, human and climatic factors on the movement of people, goods and services

Economics

- Explain basic economic concepts such as, prosperity, wealth and poverty
- Discuss examples of improved transportation and communication networks and how they encourage economic growth
- Identify how the state invests in human capital and entrepreneurship
- Explain the importance of conservation in creating wealth and prosperity
- Discuss the basic characteristics of a market

SAFA BRITISH SCHOOL

MSC

Moral, Social and Cultural Studies

Information Literacy

- Compile information from primary and secondary sources of information
- Organise information in an organisational chart or a diagram, with or without technology
- Summarise information gathered from various sources

Information Processing

- Identify evidence from various sources in response to compelling questions
- Utilise primary sources such as newspaper articles, plays, poetry, etc, to create written work such as essays

Heritage

- Explain the main changes that have taken place with: people coming to and settling in the UAE and families and family groupings
- Discuss relevant concepts and terminology
- Discuss the importance and value of family and kinship bonds
- 9 Explain the role of the founding fathers of the Union
- Discuss the components of national identity, such as, religion, language, traditions

Civics

- Explain the purpose, functions and structure of the UAE government
- Examine the origins and purposes of the UAE constitutional provisions
- Compare and contrast major political systems, such as, monarchy, dictatorship, democracy, constitutional monarchy
- Demonstrate one's rights and responsibilities as a member of the community
- Examine different strategies to solve a conflict

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French

At School

- Name the subjects we study in school in French with the correct definite article/determiner.
- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Explore the irregular, high frequency verb 'aller' (to go) in full.

The Weekend

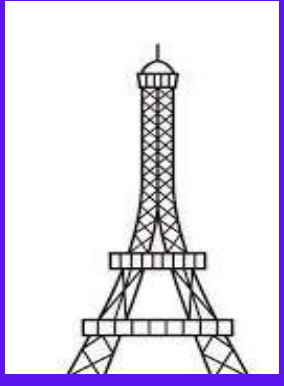
- Tell the time in French using quarter past, half past and quarter to.
- Say and write in French what we do at the weekend using two or more sentences.
- Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

Healthy Lifestyle

- Say and write what we eat and drink to stay healthy
- Say and write what we do not eat and drink to stay healthy.
- Say and write the activities we do and do not do to stay in shape including a choice of physical activities.
- Follow a simple, healthy recipe in French.

Traditions & Celebrations

- Use key French question words related to famous traditions and celebrations in French-speaking countries
- Respond to questions about famous traditions and celebrations in French-speaking countries.
- Expess opinions about different celebrations 'C'est une fête + adjective' (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement.
- Develop an appreciation of traditions and celebrations different to our own culture.
- Conduct research and present learning.



SAFA BRITISH SCHOOL

Creative Arts

Art

Creating and Exploring

- I can show originality in my designs.
- I can plan how to achieve a desired effect using my sketch book ideas alongside my knowledge of materials and processes.
- I can independently select the materials and tools I need to use for my art work.

Evaluating

- Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.

Generating Ideas

- Independently develop a range of ideas which show curiosity, imagination and originality.
- Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches

Knowledge

- How to describe , interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.
- About the technical vocabulary and techniques for modifying the qualities of different materials and processes.

Making

- Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.
- Independently select and effectively use relevant processes in order to create successful and finished work.

SAFA BRITISH SCHOOL

Creative Arts

Music

Improvising and Composing

- I can improvise and compose including the use of scales, complex rhythm patterns and simple chord structures.
- Within a group, I can create and play with an awareness of balance.
- I can represent sounds with detailed symbols.

Listening and Understanding

- I can listen to music with a range of different metres.
- I can identify some of the structural and expressive aspects of music heard (e.g. chromatic scales used in the melody).
- I can give opinions, using appropriate and extended vocabulary to justify these.

Performance: Instrumental

- I can play simple parts with accuracy and awareness of pitch, metre and balance.
- I can accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres.

Performance: Vocal

- I can confidently sing part songs with control, expression and an awareness of phrasing.

SAFA BRITISH SCHOOL

Physical Education

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.