

## Curriculum Plan – 2024-25

**Subject:** Mathematics

**Year:** 6

	Term 1	Term 2	Term 3
Content	<p><b>Number and Place Value</b></p> <p><b>Addition and Subtraction</b></p> <p><b>Multiplication and Division</b></p> <p><b>Fractions and Decimals</b></p>	<p><b>Percentages, Ratio, Proportion, and Scale Factors</b></p> <p><b>Algebra</b></p> <p><b>Measurement</b></p>	<p><b>Geometry</b></p> <p><b>Statistics</b></p> <p><b>Project</b></p>
Assessment	<p>End of topic assessments and an end of term test</p>	<p>End of topic assessments and an end of term test</p>	<p>End of topic assessments, Project and an end of year test</p>



## Curriculum Plan – 2024-25

**Subject:** English  
**Exam Board:** NA

**Year:** 6  
**Syllabus Code:** NA

	Term 1	Term 2	Term 3
Content	<p><b>Baseline assessment</b> Reading &amp; Writing (F &amp; NF) Grammar Spelling</p> <p><b>Reading (own level appropriate)</b></p> <p><b>Biographical Writing</b> First person, past tense, passive voice, time conjunctions, structuring and organising ideas, formal register.</p> <p><b>Raider’s Peril (21<sup>st</sup> Century text)</b> <u>Writing</u> (F &amp; NF): using text as a guide to language use and structure.</p> <p><u>Reading:</u> Fluency, intonation, and comprehension (focused reading skills per content domain)</p> <p><b>Poetry (range)</b> Explore a range of poetry looking at language, form, and structure.</p> <p>Use poems explored as models for own writing.</p> <p><b>Throughout term:</b> Statutory spellings Grammar practice focused on personalised grammar plan.</p>	<p><b>Moonfleet (19<sup>th</sup> Century text)</b> <u>Reading:</u> Fluency, intonation, comprehension, and analytical.</p> <p><u>Writing:</u> Discursive and analytical; descriptive</p> <p><b>Travel (Brochure) Writing</b> Rhetoric devices, structuring and organising ideas, descriptive.</p> <p><b>Poetry (range)</b> Explore a range of poetry looking at language, form, and structure.</p> <p>Use poems explored as models for own writing.</p> <p><b>Throughout term:</b> Statutory spellings Grammar practice focused on personalised grammar plan.</p>	<p><b>War Horse (20<sup>th</sup> Century text)</b> <u>Reading:</u> Fluency, intonation, comprehension, and analytical.</p> <p><u>Writing:</u> Discursive and analytical; descriptive</p> <p><b>Poetry (range)</b> Explore a range of poetry looking at language, form, and structure.</p> <p>Use poems explored as models for own writing.</p> <p><b>Throughout term:</b> Statutory spellings Grammar practice focused on personalised grammar plan.</p>
Assessment	<p>Reading comprehension Grammar Spelling Extended Writing</p>	<p>Reading comprehension Grammar Spelling Extended Writing</p>	<p>Reading comprehension Grammar Spelling Extended Writing</p>



## Curriculum Plan – 2024-25

**Subject:** History

**Year:** 6

	Term 1	Term 2	Term 3
Content	<p><b>Prehistory</b></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Sources</li> <li>• Causation and Significance</li> <li>• Human Origins</li> <li>• Hunter-Gatherers</li> <li>• Ice Age</li> <li>• Farming</li> </ul> <p><b>First civilisations</b></p> <ul style="list-style-type: none"> <li>• Mesopotamia</li> <li>• Egypt</li> <li>• India</li> <li>• China</li> </ul> <p><b>Skills:</b> compare and contrast, causation, chronology.</p>	<p><b>Classical civilisations</b></p> <ul style="list-style-type: none"> <li>• Mesoamerica</li> <li>• Persia</li> <li>• Greece</li> <li>• Rome</li> </ul> <p><b>Medieval period</b></p> <ul style="list-style-type: none"> <li>• End of the Classical era</li> <li>• Chinese dynasties</li> <li>• Islamic Empires</li> <li>• Aztecs and Incas</li> </ul> <p><b>Skills:</b> significance, change and continuity, causation.</p>	<p><b>Early modern history</b></p> <ul style="list-style-type: none"> <li>• Scientific Revolution</li> <li>• European colonisation</li> <li>• Industrial Revolution</li> </ul> <p><b>Modern history</b></p> <ul style="list-style-type: none"> <li>• World Wars</li> <li>• Cold War</li> <li>• Globalisation</li> </ul> <p><b>Skills:</b> compare and contrast, significance, change and continuity, causation.</p>
Assessment	Multiple-choice tests based on content, and IGCSE style written answers.	Multiple-choice tests based on content, and IGCSE style written answers.	Multiple-choice tests based on content, and IGCSE style written answers.



## Curriculum Plan – 2024-25

**Subject:** ICT

**Year:** 6

	Term 1	Term 2	Term 3
Content	<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>- Passwords</li> </ul> <p><b>Unit: Communication and Hardware</b></p> <p>Topic: Communication and Collaboration</p> <ul style="list-style-type: none"> <li>- Communication using technology</li> <li>- Project using collaborative software</li> </ul> <p><b>Unit: Media</b></p> <p>Topic: Film Making</p> <ul style="list-style-type: none"> <li>- Script writing</li> <li>- Filming</li> <li>- Publishing</li> </ul>	<p><b>Unit: Coding (1)</b></p> <p>Topic: Creating Stories with Code</p> <ul style="list-style-type: none"> <li>- Problem solving skills</li> <li>- Sequencing and selection</li> </ul> <p><b>Unit: Cross-Curricular Project</b></p> <p>Topic: Designing a Web Page</p> <ul style="list-style-type: none"> <li>- Copyright</li> <li>- Webpage design</li> </ul>	<p><b>Unit: Data</b></p> <p>Topic: Introduction to Spreadsheets</p> <ul style="list-style-type: none"> <li>- Formatting</li> <li>- Basic formulae</li> </ul> <p><b>Unit: Coding (2)</b></p> <p>Topic: Variables in Games</p> <ul style="list-style-type: none"> <li>- Iteration</li> <li>- Games design</li> </ul>
Assessment	End of topic tests	End of topic tests	End of topic tests

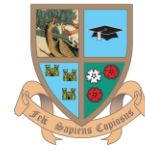


## Curriculum Plan – 2024-25

**Subject:** Music  
**Exam Board:** N/A

**Year:** 6  
**Syllabus Code:** N/A

	Term 1	Term 2	Term 3
Content	<p><b>Unit 1: Cuban Music</b></p> <ul style="list-style-type: none"> <li>• History/Geog</li> <li>• Conga and Tumbao</li> <li>• Ukulele technique</li> <li>• 2-3, 3-2 clave</li> <li>• Polyrhythms and ensemble skills</li> <li>• Simple chord voicing on keyboards for <i>Chan Chan</i></li> <li>• Whole class performance</li> </ul> <p><b>Unit 2: Musical Ladders</b></p> <ul style="list-style-type: none"> <li>• Pentatonic Scale</li> <li>• Chromatic Scale</li> <li>• Major Scale</li> <li>• Whole Tone Scale</li> <li>• Listening exercises</li> <li>• Semitones as building blocks</li> <li>• Group composition</li> </ul>	<p><b>Unit 3: Hip-hop and Beatboxing</b></p> <ul style="list-style-type: none"> <li>• Types of sound</li> <li>• Methods of bb sound production</li> <li>• Microphone technique</li> <li>• Beat writing</li> <li>• Bass line writing</li> <li>• Lyrics writing</li> <li>• Hook writing</li> </ul> <p><b>Unit 4: Rounds and Cannons</b></p> <ul style="list-style-type: none"> <li>• Rounds from around the world</li> <li>• Singing technique.</li> <li>• Part singing</li> <li>• Small group singing</li> <li>• Keyboard skills</li> <li>• Instrumental round writing</li> </ul>	<p><b>Unit 5: Zimbabwe and South Africa</b></p> <ul style="list-style-type: none"> <li>• Spiritual music</li> <li>• Protest</li> <li>• /emancipatory music</li> <li>• Polyrhythms</li> <li>• Compound time signature</li> <li>• Marimba and xylophone technique</li> <li>• Class performance</li> </ul> <p><b>Unit 6: Music and Art</b></p> <ul style="list-style-type: none"> <li>• Program Music</li> <li>• <i>Pictures at an Exhibition</i></li> <li>• <i>Danse Macabre</i></li> <li>• <i>Isle of the Dead</i></li> <li>• Composition based on artwork</li> <li>• Musical elements</li> <li>•</li> </ul>
Assessment	<p><b>Unit 1:</b> Whole class ensemble performances. Formative testing through small group work</p> <p><b>Unit 2:</b> Mini-compositions. Performance, evaluation</p>	<p><b>Unit 3:</b> Performative and ongoing. Composition quality and final stage performance evaluation</p> <p><b>Unit 4:</b> Performance evaluation + Compositions</p>	<p><b>Unit 5:</b> Rhythmic and vocal small group performances. Whole class performance</p> <p><b>Unit 6:</b> Questioning, composition, performance and evaluation</p>



## Curriculum Plan – 2024-25

**Subject:** Native Chinese

**Year:** Y6

	Term 1	Term 2	Term 3
Content	《爱读书》 《将相和》 《猎人海力布》 《牛郎织女》 《白鹭》 《珍珠鸟》 《松鼠》 《落花生》 《桂花雨》 《四季之美》 《鸟的天堂》	《太阳》 《父爱之舟》 《月迹》 《祖父的园子》 《月是故乡明》 《草船借箭》 《人物描写一组》 《刷子李》	《自相矛盾》 《田忌赛马》 《跳水》 《威尼斯小艇》 《牧场之国》 《金字塔》 《景阳冈》 《猴王出世》 《红楼春趣》
Assessment	单元练习  总结性综合考试	单元练习	单元练习  总结性综合考试

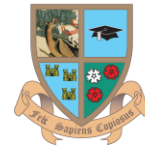


## Curriculum Plan – 2024-25

**Subject:** Science

**Year:** 6

	Term 1	Term 2	Term 3
Content	<p><b>Lab Safety</b> Risks and Hazards Hazard poster design</p> <p><b>Electricity</b> It's Electrifying Circuit symbols Volts and Voltage Series and parallel circuits Resistance</p> <p><b>Living Things and their Habitats</b> Classification The Linnaean System Sorting animals Grouping animals Micro-organisms</p>	<p><b>Light</b> How we see Reflection and Refraction The Spectacular Spectrum Shadows Seeing Colours</p> <p><b>Animals Including Humans</b> Circulatory system Water and nutrients Healthy lifestyles and exercise Impact of drugs and alcohol</p>	<p><b>Evolution and Inheritance</b> Evolutionary Pioneers Evidence for Evolution Fossils and fossilisation Adaptation, Evolution and Human Intervention</p> <p><b>KS3 Anything That Floats Engineering Competition</b></p>
Assessment	<p>Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests</p>	<p>Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests</p>	<p>Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests</p>



## Curriculum Plan – 2024-25

**Subject:** Mandarin Level1

**Year:** Y6&7

	Term 1	Term 2	Term 3
Content	<p>Revision: Pinyin</p> <p>Revision: Numbers and Basic strokes</p> <p>Revision: Greetings and dates</p> <p>Age</p> <p>Telephone Numbers</p> <p>Family members</p> <p>Self-introduction</p> <p>Occupations</p>	<p>Chinese New Year</p> <p>Time expression</p> <p>Daily routines</p> <p>Means of Transportation</p>	<p>Colours</p> <p>Clothing</p> <p>Body parts</p> <p>Countries, Languages</p> <p>Dragon Boat Festival</p>
Assessment	<p>Formative assessment on each topic.</p> <p>Summative assessment on topics in Term 1.</p>	<p>Formative assessment on each topic</p> <p>Summative assessment on topics in Term 2.</p>	<p>Formative assessment on each topic.</p> <p>Summative assessment on all the topics learned this year.</p>



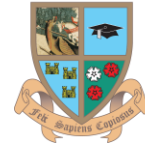


## Curriculum Plan – 2024-25

**Subject:** Mandarin

**Year:** 6&7 level 3

	Term 1	Term 2	Term 3
Content	<p><b>Topic 1:</b> Appearance-Book3</p> <p><b>Mid-Autumn Festival</b></p> <p>Appearance-Book4</p> <p><b>Topic 2:</b> Occupations-Book3 Occupations -Book4</p> <p><b>Revision</b></p>	<p><b>Chinese New Year</b></p> <p><b>Topic 2:</b> Occupations -Book5</p> <p><b>Topic 3:</b> School-Book3 School-Book4</p> <p><b>Revision</b></p>	<p><b>Topic 3:</b> School-Book4</p> <p><b>Topic 4:</b> Personality-Book4</p> <p><b>Dragon Boat Festival</b></p> <p><b>Revision</b></p>
Assessment	<p>Formative assessment on each topic.</p> <p>Summative assessment on topics in Term 1.</p>	<p>Formative assessment on each topic</p> <p>Summative assessment on topics in Term 2.</p>	<p>Formative assessment on each topic.</p> <p>Summative assessment on all the topics learned this year.</p>



## Curriculum Plan – 2024-25

**Subject:** Mandarin non-native  
Level 4

**Year:** Y6&7

	Term 1	Term 2	Term 3
Content	Climate Camping Booking Airline Booking Hotel Going to Beijing	Chinese New Year Friends Hobbies	Community Services Party
Assessment	Formative assessment on each topic. Summative assessment on topics in Term 1.	Formative assessment on each topic. Summative assessment on topics in Term 2.	Formative assessment on each topic. Summative assessment on all the topics learned this year.



## Curriculum Plan – 2024-25

**Subject:** Art

**Year:** 6

	Term 1	Term 2	Term 3
Content	<p><b>To Investigate</b> The students will investigate the elements of art, through form, shape, colour, texture through a range of appropriate wet and dry media to develop their spatial awareness and organisation of materials.</p> <p>Exploring Art Elements (line and tone) Drawing: Line and Tone Medium: Pencil ☑ Blind contour observation (Linear drawing) ☑ Upside down copying technique Understanding pencil grades ☑ Pencil tonal scale ☑ Applying tone to drawing (shading) ☑ Applying tone to drawing (hatching/cross-hatching) ☑ Developing drawing skills</p>	<p><b>To Develop</b> The students will develop their formal skills using media and techniques in order to develop personal ideas in relationship to other artists and cultures.</p> <p>Exploring Art Elements (Shape, colour) Medium: Acrylic paint and tissue collage and ICT (if appropriate)☑ Contextual research- ☑ Studies/pastiche of artwork ☑ Exploring properties and characteristics of wet medium ☑ Observational drawings of everyday items ☑ Developing drawing skills ☑ Understanding block colour</p>	<p><b>To consolidate</b> The students will consolidate the elements of art and formal skills of drawing, painting, printing and collage in order develop a more complex and personal outcome.</p> <p>Exploring Art Elements (tonal value) Drawing: Line and Tone Medium: Charcoal, Soft Pastel (chalk) ☑ Contextual research-cave art ☑ Exploring properties and characteristics of medium ☑ Observing and applying tonal value (newspaper portrait) ☑ Lifting-out technique ☑ Creating self-portrait using colour (tonal value) ☑ Developing drawing skills</p>
Assessment	<p>Continuous and practical Assessment Baseline assessment Internal taxonomy sheet</p>	<p>Continuous and practical Assessment</p>	<p>Continuous and practical Assessment End of year assessment</p>



## Curriculum Plan – 2024-25

**Subject:** Geography

**Year:** 6

	Term 1	Term 2	Term 3
Content	<p><b>Doing Geography: Map Skills</b></p> <ul style="list-style-type: none"> <li>• Grid references</li> <li>• Map symbols</li> <li>• Understanding relief</li> <li>• Latitude and longitude</li> <li>• Types of maps</li> <li>• Using an atlas</li> </ul> <p><b>Rainforests</b></p> <ul style="list-style-type: none"> <li>• Rainforest locations</li> <li>• Layers of the rainforest</li> <li>• Plant and animal adaptations</li> <li>• Climate graphs</li> <li>• Human benefits of the rainforest</li> <li>• Rainforest tribes</li> <li>• Deforestation</li> <li>• Sustainable management of the rainforest</li> </ul>	<p><b>China</b></p> <ul style="list-style-type: none"> <li>• Map China’s human and physical geography</li> <li>• China’s physical and human geographic features</li> <li>• Population distribution and history of migration</li> <li>• Challenges facing future generations</li> <li>• Describing and explaining China’s varied climate</li> <li>• China’s variety of biomes</li> <li>• Exploring diversity within China</li> </ul>	<p><b>Frozen Planet</b></p> <ul style="list-style-type: none"> <li>• Describe the location of the Arctic region</li> <li>• Display the Arctic climate in a climategraph</li> <li>• Understand the wildlife of the Arctic</li> <li>• Describe how human’s use the Arctic</li> <li>• Describe how native people survive in the Arctic</li> <li>• Understand the different threats that the Arctic faces</li> <li>• Evaluate responses to climate change in the Arctic</li> </ul>
Assessment	<p>Doing Geography: creating your own map using a variety of data presentation techniques</p> <p>Rainforest: Evaluating the different methods of sustainably managing the rainforest</p>	<p>Megacities research project on Shanghai</p>	<p>Short answer examination on key terms and processes</p>



## Curriculum Plan 2024-2025

**Subject:** Physical Education

**Year:** 6

Year Group	Term 1	Term 2	Term 3
6A	<p><b>Block 1</b> <b>Invasion Games</b> Sports Choice: Football, Basketball, Netball or Hockey.</p> <ul style="list-style-type: none"> <li>• Ball Control.</li> <li>• Passing, Shooting and Dribbling.</li> <li>• Tactical Awareness.</li> <li>• Team working skills.</li> <li>• Rules and Regulations.</li> <li>• Match Fitness.</li> <li>• Gameplay.</li> </ul> <p><b>Block 2</b> <b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Entry and Exit (Crouch and standing Dives).</li> <li>• Water Skills (Push and Glide Techniques, Floating Positions, Treading Water, Underwater Confidence).</li> <li>• Swimming Strokes (Freestyle and Breast Stroke).</li> </ul>	<p><b>Block 3</b> <b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Jumping techniques using the trampette and the vault</li> <li>• Rolling techniques (dive forward roll and backward roll)</li> <li>• Balancing techniques (handstand and headstand).</li> <li>• Individual and Team Sequences.</li> <li>• Individual and Team Performances.</li> </ul> <p><b>Block 4</b> <b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Running events (100m/200m/600m).</li> <li>• Jumping events (Long Jump/High Jump/Triple Jump).</li> <li>• Throwing events (Shot Putt/Discus).</li> </ul>	<p><b>Block 5</b> <b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Consolidating skills from Block 2.</li> <li>• Developing Water Skills (Underwater Swimming, Retrieving Underwater Objects, Skull Diving to different meters).</li> <li>• Developing Swimming Strokes (Backstroke and Butterfly).</li> <li>• Developing Breathing Techniques for different strokes.</li> </ul> <p><b>Block 6</b> <b>Net/Wall</b> Sports choice: Badminton or Tennis.</p> <ul style="list-style-type: none"> <li>• Hitting Techniques (Serve/Smash/Net).</li> <li>• Movement around the court (Positioning).</li> <li>• Tactical Awareness.</li> <li>• Rules and Regulations.</li> <li>• Match Fitness.</li> <li>• Singles and Doubles Gameplay.</li> </ul>



<b>6B</b>	<p><b>Block 1</b> <b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Jumping techniques using the trampette and the vault</li> <li>• Rolling techniques (dive forward roll and backward roll)</li> <li>• Balancing techniques (handstand and headstand).</li> <li>• Individual and Team Sequences.</li> <li>• Individual and Team Performances.</li> </ul> <p><b>Block 2</b> <b>Invasion Games</b> Sports Choice: Football, Basketball, Netball or Hockey.</p> <ul style="list-style-type: none"> <li>• Ball Control.</li> <li>• Passing, Shooting and Dribbling.</li> <li>• Tactical Awareness.</li> <li>• Team working skills.</li> <li>• Rules and Regulations.</li> <li>• Match Fitness.</li> <li>• Gameplay.</li> </ul>	<p><b>Block 3</b> <b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Entry and Exit (Crouch and standing Dives).</li> <li>• Water Skills (Push and Glide Techniques, Floating Positions, Treading Water, Underwater Confidence).</li> <li>• Swimming Strokes (Freestyle and Breast Stroke).</li> </ul> <p><b>Block 4</b> <b>Net/Wall</b> Sports choice: Badminton or Tennis.</p> <ul style="list-style-type: none"> <li>• Hitting Techniques (Serve/Smash/Net).</li> <li>• Movement around the court (Positioning).</li> <li>• Tactical Awareness.</li> <li>• Rules and Regulations.</li> <li>• Match Fitness.</li> <li>• Singles and Doubles Gameplay.</li> </ul>	<p><b>Block 5</b> <b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Running events (100m/200m/600m).</li> <li>• Jumping events (Long Jump/High Jump/Triple Jump).</li> <li>• Throwing events (Shot Putt/Discus).</li> </ul> <p><b>Block 6</b> <b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Entry and Exit (Crouch and standing Dives).</li> <li>• Water Skills (Push and Glide Techniques, Floating Positions, Treading Water, Underwater Confidence).</li> <li>• Swimming Strokes (Freestyle and Breast Stroke).</li> </ul>
<b>Assessment</b>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.</p>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.</p>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.</p>



## Curriculum Plan – 2024-25

**Subject:** Spanish

**Year:** 6

	Term 1	Term 2	Term 3
Content	<p>Revision: Greetings and sounds Classroom language + phrases The alphabet and spelling. Colours. Months of the year. Days of the week.</p> <p>The school subjects: my timetable.</p> <p>Outdoors activities.</p> <p>The time Son las ... Es la...</p>	<p>Professions Physical description and clothes.</p> <p>Verbs: tener and llevar.</p> <p>Describe your friends.</p> <p>Sports and irregular verbs: jugar y hacer.</p> <p>Extended sentences using connectives and adjectives.</p>	<p>The cinema.</p> <p><i>The past tense: he visto</i></p> <p>Food and ingredients.</p> <p>Vocabulary related to cooking.</p> <p>Typical Spanish food.</p>
Assessment	<p>End of term activity: explain how Christmas are celebrated in any Spanish speaking country.</p>	<p>End of term activity: my ideal friend.</p>	<p>End of term activity: Master chef, students record a video of what they have cooked at home</p>