



CHILDREN'S INTERNATIONAL SCHOOL, LAGOS
The ACADEMIC YEAR 2022-2023.
TERM 2 CURRICULUM OVERVIEW FOR PRIMARY
YEAR 6

TERM NUMB ER & WEEK NUMBER	LEARNING OUTCOMES	LEARNING OBJECTIVES TO BE DELIVERED
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T2. W1

Numeracy: Children will be able to: Use place value to add, subtract, multiply and divide decimal numbers and give answers with up to 3 decimal places.

English: Children will be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, read and examine features of different stories that raise issues - Eric, investigate cohesive devices in a text and rewrite a story from an outsider's point of view.

Topic: Children will be able to research and identify background knowledge about the ancient Mayans and identify the ancient Mayan homeland on a map.

Science:
Children will know who Linnaeus was and learn about his classification system; Explore classification systems, understanding that they group according to similarities and differences.

African Studies: Children will be divided into various groups where they would be assigned roles, for a project (The 'Explore Africa' Booklet), which will be presented at an exposition by the end of the first half term.

Music: Children will explore famous composers and features of music in the Baroque era

ICT: To code the basic HTML structure of a web page. To analyze the features of the hexadecimal color code.

PE: Introduction to Athletics (TRACK AND FIELD)

Swimming: To engage in body conditioning exercises

Numeracy: Children will learn to:

- Understand place value addition and subtraction of numbers with 3 decimal places.

--Multiply and divide decimal numbers by decimal numbers and whole numbers.

--Round decimals to the nearest whole, tenth and hundredth.

- Use negative numbers in context and calculate intervals across zero.

- Solve numbers and practical problems that involve negative numbers.

English:

Text- Eric by Shaun Tan

Children will:

- Analyse events in a story and draw inferences using evidence.

- Examine the author's intent in writing and develop ideas including evidence for judgements.

- Identify and use cohesive devices within paragraphs.

- Learn to spell some statutory words with double letters (*Accommodate, Accompany, Aggressive, Amateur, Apparent, Appreciate, Awkward, Bruise, Bargain, Committee*)

- Write a story from the point of view of an outsider.

Topic: Children will:

- Identify the background knowledge of the ancient Maya.

- Explain how geography affects the Mayan civilization.

- Use atlases and online mapping to explore a region in Ancient Maya,

- Identify physical and human geographical features of a region in Ancient Maya.

Science:

Children will:

- Complete 'Diagnostic Assessment'

To explore the life of Linnaeus and examine his classification system.

		<p>African Studies: To select strategic regions and countries for the 'Explore Africa' project.</p> <p>Music: Children will learn about the biographies of famous composers in the baroque era</p> <p>ICT: Students will be able to write a HTML tag by opening and closing a HTML tag in a Text Editor, e.g. <body></body>, <title></title>. Students will be able to explore the use of hexadecimal color codes.</p> <p>PE: Athletics Track</p> <p>Students will be able to understand and perform these events. Track: 50m, 75m, 100m, 150m, 200m, 400m, 600m, 800m, 1200m, 1500m, 3000m, 5000m, 10000m, cross country, hurdles, steeple chase, Marathon, Relay-races.</p> <p>Swimming: Students will be slowly introduced to body conditioning exercises</p>
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	<p>French: Children will be able to apply the partitive articles in French.</p> <p>Art: Children will warm up with sketches showing how they spent their holiday using lines and shapes alone.</p> <ul style="list-style-type: none"> - Introduction to light and shadow. 	<p>French: To learn about partitive articles with food items.</p> <p>Art: To create comic strips of fun holiday activities. The exercise should comprise of at least 4 events that occurred during the autumn break.</p> <ul style="list-style-type: none"> - Natural light and artificial light. - Students will understand why our shadow changes position all day.
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T2. W2

Numeracy: Children will be able to explore the order of operations using brackets; for example, $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$; using BODMAS, use square numbers and cube numbers, square roots and cube roots; extend to perfect squares to 500

English: Text - The Island by Armin Greder

Children will be able to discuss and develop ideas giving evidence for judgements. investigate adverbials for cohesion in a text, identify and learn to spell words with silent letters and finally, write a story about an outsider.

Topic: Children will be able to use a timeline to put historical event s in order; explore different sources of evidence about the Maya.

Science: Children will group animals, microorganisms and plants into broad groups then sub groups according to observable features. They will 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.

African Studies: Children will work collaboratively to enter required information into the 'Explore Africa Booklet.'

Music: The children will be able to identify how repetition can make words and melody easier to remember. They will also learn that lyrics have social and cultural meanings.

ICT: To create a Codesandbox free account. To style background color

Numeracy: Children will:

- Find the square and cube of numbers.
- Determine square roots and cube roots of numbers.
- explore the order of operations using brackets
- Solve multi-part expressions using order of operations

English: Text- The Island by Armin Greder

Children will;

- Analyse events in a story and draw inferences using evidence.
- Examine the author's intent in writing and develop ideas including evidence for judgements.
- Identify and add adverbials to a clause to create cohesion and incorporate the same into writing.
- Identify and spell words with silent letters(*mortgage, solemn, , island, knuckle, thistle, column, gnome, knight, gnarled*)
- Write an outsider story using story plans

Topic: Children will:

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- Use a timeline to put historical events in order.
- Identify cause-and-effect relationships.
- Assess the usefulness of different sources of evidence.
- Work out what historical evidence tells us about the Maya.

Science:

Children will:

- Identify similarities and differences between living things in order to determine their classification.
- Use classification keys to sort living things according to observable characteristics.

African Studies: To research and design vital information of selected countries in a booklet in these categories:

- Location and weather condition
- History

	<p>and text color with CSS.</p> <p>PE: Athletics Track</p> <p>50m, 75m, 100m, 150m, 200m, 400m, 600m, 800m, 1200m, 1500m,3000m, 5000m, 10000m, cross country, hurdles, steeple chase, Marathon, Relay-races</p>	<p>- Major tribes and their culture.</p> <p>Music: To identify how melody reflects lyrics (word painting)</p> <p>ICT: Students will be able to write a CSS style with background color and text color properties.</p> <p>French: To learn how to say sentences in the negative form in French.</p> <p>PE: The children will be able to execute 75m and 100m</p> <p>Swimming: Students will continue to perform body conditioning exercises.</p>
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	<p>French: The children will be able to explore negatives in French.</p> <p>PE: Athletics Track</p> <p>Track Events: 50m, 75m, 100m, 150m, 200m, 400m, 600m, 800m, 1200m, 1500m,3000m, 5000m, 10000m, cross country, hurdles, steeple chase, Marathon, Relay-races</p> <p>Swimming: To further engage in body conditioning exercises.</p>	<p>Art: Students will learn how to use shading techniques to represent different objects in relation to sources of light.</p>
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	<p>Art: Value - Shading techniques</p>	
<p>T2. W3</p>	<p>Numeracy: Children will be able to recall and use equivalence between simple fractions, decimals and percentages, including in different contexts and find the original amount after a percentage increase/decrease.</p> <p>English: Choral and performance poetry.</p> <p>Children will be able to identify the features of a performance poem and draw inferences from a poem. They will explore poems written in the subjunctive form and write a performance poem following an agreed rhythm and rhyme.</p> <p>Topic: children will learn about the Maya writing system and how it was used; become familiar with the Dresden codex and its importance as evidence of Maya numerals.</p> <p>Science: Children will be able to 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; give reasons for classifying plants and animals based on specific characteristics.</p> <p>PE: Athletics Track</p> <p>Track Events: 50m, 75m, 100m, 150m, 200m, 400m, 600m, 800m, 1200m, 1500m, 3000m, 5000m, 10000m, cross country, hurdles, steeple chase, Marathon, Relay</p> <p>Swimming: To learn leg and arm actions in butterfly stroke</p>	<p>Numeracy: Children will learn to:</p> <ul style="list-style-type: none"> - To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. - To find the original amount after a percentage increase/decrease - To calculate the change in percentage in a given problem <p>English: Choral and performance poetry</p> <p>Children will:</p> <ul style="list-style-type: none"> -Read poems carefully, thinking about language and style. -Draw inferences and justify with evidence -Explore the subjunctive form through structured exercises in poetry. -Words with the 's' sound spelt 'sc' -Develop poetry lines following an agreed rhythm and rhyme structure. -draft lines of poetry for a fairy tale twist performance poem <p>Topic: Children will:</p> <ul style="list-style-type: none"> -Explore examples of Maya writing and logograms. -Analyse syllable glyphs of the Maya people and write/draw words using the glyphs. -Compare Egyptian Hieroglyphics and Mayan Logograms. -Investigate the Dresden Code and its importance as evidence of Maya numerals. -Explore the Maya maths system and use sticks, stones and shells to represent numbers. <p>Science: Children will:</p> <p>To develop and test classification keys and identify potential flaws. To group animals, microorganisms and plants and identify odd ones out.</p>

		<p>PE: The children will be able to execute 100m and 150m, races</p> <p>Swimming: Students will be taught the arm and leg actions in butterfly stroke</p> <p>Music: To identify song structures.</p> <p>French: To learn how to say their daily routines.</p>
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	<p>Music: Children will be able to identify how lyrics can be used to convey mood, attitude or tell a story.</p> <p>French: Children will work collaboratively on daily routines and activities.</p> <p>African Studies: Children will work collaboratively to enter required information into the 'Explore Africa Booklet'</p> <p>Art: Value-Shadow and Shadow</p> <p>ICT: To import Google fonts.</p>	<p>African Studies: To research and design vital information of selected countries in a booklet in these categories:</p> <ul style="list-style-type: none"> - Staple food - Genres of music (traditional) - Popular people. <p>Art: Students will learn to use tonal rendering to communicate design ideas.</p> <p>ICT: Students will be able to import Google font families into their web project</p>
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T2. W4

Numeracy: Children will be able to solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

English: Choral and performance poetry

Children will be able to evaluate a poem's suitability for performance and develop poetry lines following an agreed rhythm and rhyme structure. They will change the impact of a sentence through carefully chosen vocabulary and grammar.

Topic: Children should understand the importance of temple-pyramids and palaces in the Maya community; examine the daily life of the Mayans.

Science: Children will be able to put their classification skills to work by collecting, recording, classifying and naming some of the botanical beauties found on their doorstep.

Numeracy: Children will learn to:
–Describe ratios between unequal quantities, e.g. paint; Solve ratio problems, e.g. in the context of recipes.
–Solve problems involving unequal quantities.
–Find percentages, link it to proportion.

English: Choral and performance poetry

Children will:
–Read poems carefully, thinking about language and style.
–Evaluate a poem's suitability for performance
–Record ideas concisely in an expanded noun phrase.
–Spell more statutory words (*pronunciation, secretary, restaurant, thorough, mischievous, convenience, yacht, government, privilege, nuisance*).
–Develop poetry ideas for onomatopoeia and rhyme.
–Develop performance poetry lines following an agreed rhythm and rhyme structure.

Topic: Children will:
–Investigate the importance of temple-pyramids and palaces in the Maya community.
–Research the type of important ceremonies that took place on the top of the temple.
–Construct a Temple-pyramid and palace out of clay slabs.
– Research the daily life of the Mayans.
–Develop an appreciation of the complex nature of the Maya culture, and compare it to present day culture.
–Describe Maya clothing, fashion, recreation, food and family.

Science: The children will:
To observe and record features and names of leaves found in their local environment.
To design and test classification keys to classify leaves found in their local environment.
Complete 'Mid-topic Assessment'.

African Studies: To research and design

		<p>vital information of selected countries in a booklet in these categories:</p> <ul style="list-style-type: none"> - Popular Festivals - Arts and Crafts - Tourist attractions <p>Music: To understand song structures.</p>
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	<p>African Studies: Children will work collaboratively to enter required information into the 'Explore Africa Booklet'.</p> <p>Music: The children will be able to recognize how musical structures are used in songs</p> <p>ICT: To create a list of links with the and <a> tag. To import font-awesome.</p> <p>PE: Track Events: 50m, 75m, 100m, 150m, 200m, 400m, 600m, 800m, 1200m, 1500m, 3000m, 5000m, 10000m, cross country, hurdles, steeple chase, Marathon, Relay.</p> <p>Swimming: To continue learning leg and arm actions in butterfly stroke.</p> <p>French: Children will be able to explore how to find their way in a town.</p>	<p>ICT: Students will be able to use the <i> tag to write a HTML code for font-awesome. Students will be able to use the or tags to create lists.</p> <p>FRENCH: To give directions in a town.</p> <p>Art: Students will show the effect of light and shade when using pastels to create a composition.</p> <p>PE: The children will be able to execute 150m and 400m races</p> <p>Swimming: Students will be further taught leg and arm actions in butterfly stroke.</p>
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	<p>Art: Still life: Light and shade</p>	
<p>T2. W5</p>	<p>Numeracy: Children will be able to recognise that shapes with the same areas can have different perimeters and vice versa, recognising when it is possible to use formulae for area and volume of shapes. They will find areas of different shapes including triangles and parallelograms. They will also learn to find the volume of a cube and cuboid.</p> <p>English: Blogs and Reports</p> <p>The children will be able to discuss features used in blogs, compare formal and informal report writing and write a personal profile using informal writing techniques.</p> <p>Topic: Children will be able to investigate the means of transportation in Ancient Maya; explore some of the kings and gods of the Maya and recreate a Maya ceremony of giving offerings to the gods.</p> <p>Science:</p> <p>Children will be able to write scientific descriptions of unusual living things from around the world.</p> <p>African Studies: Children will design cover pages: front and back, content page and profile of team members.</p>	<p>Numeracy: Children will learn to:</p> <ul style="list-style-type: none"> –Calculate the area and perimeter of parallelograms and triangles; extend to composite shapes. –Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres and cubic metres, and extending to other units [for example, cubic millimetres and cubic kilometres]. – Use Pythagoras rule to calculate lengths in right-angled triangles. <p>English: Blogs and Reports</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> –Answer questions by making reference to the text. –Identify degrees of formality in online texts. –Explore the use of apostrophes of omission to indicate contractions in writing –Discuss features used in blogs –Compare formal and informal report writing. <p>–Spell words where noun = ‘ice’ and verb = ‘ise’.</p> <ul style="list-style-type: none"> – Create an ‘About Me’ profile using informal writing techniques. <p>Topic: The children will:</p> <ul style="list-style-type: none"> –Investigate the means of transportation in Ancient Maya. –Work in a team to make a model of a transport system. –Explain what happened during Maya religious festivals and take part in a role-play of one of the festivals. <p>Science: Children will:</p> <ul style="list-style-type: none"> To describe the key characteristics of unusual living things from around the world. To classify unusual living things using their descriptions and online research. <p>Complete end of unit assessment.</p> <p>African Studies: To complete the ‘Explore Africa Booklet’.</p> <p>Cover page design: front and back.</p>

		<p>Music: Students will be able to create their own lyrics based on headlines and common phrases</p> <p>ICT: Students will be able to use the display:flex CSS property to justify contents. Students will be able to create a background -image using the url() function.</p>
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	<p>Music: The children will be able identify how lyrics can be generated and organized</p> <p>ICT: To explore the concept of display:flex. To create a background-image</p> <p>PE: Track Events: 50m, 75m, 100m, 150m, 200m, 400m, 600m, 800m, 1200m, 1500m,3000m, 5000m, 10000m, cross country, hurdles, steeple chase, Marathon, Relay.</p> <p>Swimming: To understand how to go through the distinct phases in butterfly stroke</p> <p>Art: Still life: Light and shade</p>	<p>PE: The children will be able to execute 400m and relay races.</p> <p>Swimming: Students will be taught the distinct phases in butterfly stroke</p> <p>Art: Students will show the effect of light and shade when using pastels to create a composition.</p>
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<p>T2 W6</p>	<p>Numeracy: Children will be able to recognise and build pyramids and prisms, making nets.</p> <p>English: Blogs and Report The children will be able to discuss features used in formal non-chronological reports and complete comprehension activities. They will begin to use passive verbs to affect the presentation of information and finally write their own non-chronological report.</p> <p>Topic: Children will carry out a project to display their knowledge of the Ancient Mayan Civilisation.</p> <p>Science: Children will be able to Design a 'new' creature that fits within a specific classification and debate reasons for classifying living things as we do.</p>	<p>Numeracy: Children will learn to:</p> <ul style="list-style-type: none"> –Investigate the number of faces and vertices in different prisms and pyramids. --Draw 2-D and 3-D shapes, using given dimensions and angles. --Recognise nets for 3-D simple shapes. --describe and build nets for 3-D simple shapes. --Find missing angles at a point, vertically opposite or on a straight line. <p>English: Blogs and Report Children will learn to:</p> <ul style="list-style-type: none"> –Identify and discuss the features of formal reports. –Read a formal text(Report)and answer questions by making reference to the text. –use passive verbs to affect the presentation of information in a sentence. –Spelling Rules for the Suffix '-ation' –Plan the contents of their non-chronological report. –Evaluate and improve a non-chronological report <p>Topic: Children will carry out a project to display their knowledge of various aspects of the Ancient Mayan Culture.</p> <p>Science: To design, describe and name a new creature that characteristically sits within the Animalia classification.</p>
<p>T2. W7</p>	<p>HALF-TERM</p>	<p>HALF-TERM</p>

T2. W8**Numeracy:**

Children will be able to calculate simple percentages of whole numbers; solve problems involving the use of percentages for comparisons.

English: Shakespearean writing and playscript.

Text: Romeo and Juliet.

Children will be able to make predictions and sequence events in a play as well as improvise a scene from the text.

Topic: Children will discuss background knowledge of the Indus Valley Civilisation; Place the Indus Valley civilisation on a timeline of other ancient civilisations of the world.

Science: Children will recognise that living things produce the same kind of offspring; Identify inherited characteristics in living things.

African Studies: Children will locate Zulu people's hometown on ancient and modern maps.

Music: The children will be able to write their own lyrics based on headlines and common phrases.

ICT: To explore the use of heading tags. To understand the difference between padding and margin CSS property.

Numeracy: Children will learn to:

–Recall and use equivalences between simple fractions, decimals and percentage.

–Solve problems involving the Calculation of percentages in different contexts.

–Calculate percentage increase and percentage decrease of numbers including money.

–Link percentages to 360°, to calculate angles of pie charts.

English: Shakespearean writing and playscript.

Text: Romeo and Juliet.

Children will:

–Read and understand a piece of writing by Shakespeare.

–Make predictions about what might happen in a play.

–Sequence the events in a story.

–Expand sentences by adding embedded relative clauses.

–Use suffixes ('-ate' '-ise' and '-ify') to convert adjectives and nouns into verbs (Spelling).

–Work with others to improvise a scene from a Shakespeare play.

Topic: Children will:

–Explain where the Indus Valley civilisation was located.

–Describe its terrain and climate.

-Label maps of the Indus Valley surroundings.

-Explain how geography affected the Indus Valley civilisation.

-Organise the Indus Valley civilisation on a world history timeline.

Science: Children will:

-Identify inherited characteristics in living things.

-Describe how offspring can vary from parents and each other.

-Explain the scientific concept of inheritance.

-Identify inherited characteristics that are passed on from parent to offspring.

-Explain how inherited characteristics can lead to variation.

African Studies: To investigate the

		<p>location of the Zulu people on ancient and modern maps.</p> <p>Music: To learn about song writing.</p> <p>ICT: Students will be able to use the heading tags <h1> to <h6>. Students will explore how padding and margin CSS property work.</p> <p>French: To learn about places around Paris as a city.</p> <p>PE: The children will be able to execute the throws and Jumps in the field events. (Javelin, Discuss throw, Shot-put, Long-Jump).</p> <p>Swimming: Students will perform the complete butterfly stroke</p>
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	<p>French: Children will be able to identify places in Paris.</p> <p>PE: Athletics.</p> <p>FIELD EVENTS: Javelin, Discuss throw, Shot-put, Long-Jump, Hammer throw, Pole-volt, High-Jump.</p> <p>Swimming: To perform the butterfly stroke</p> <p>Art: 3D buildings in the style of Architect Antoni Gaudi.</p>	<p>Art: Students will be able to complete ripped photographs of famous landmark buildings (local, national and international) using line drawings and paintings.</p>
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T2. W9

Numeracy: Children will be able to interpret and construct pie charts and line graphs.

English: Shakespearean writing and playscript.

The children should be able to record dialogue from a piece of Shakespearean writing and explain literal and figurative meanings of idioms. They should plan and draft their own play script.

Topic: The children will be able to find out what it is like to be an ordinary person living in the Indus Valley in 2,000 BC and find out the process of Trade and the goods involved.

Science: Children will be able to recognise that living things produce offspring of the same kind who may not be identical to their parents; investigate variation and adaptation across specific animals and plants.

African Studies: Children will be able to identify and outline key features of the Zulu culture.

Music: The children will be able to identify cyclic patterns from Asia.

ICT: To source for an image from Google drive. To insert an image element using the tag.

Numeracy: Children will learn to:

- To interpret and construct pie charts.
- To interpret and construct line graphs

English: Shakespearean writing and playscript.

Text: Romeo and Juliet.

Children will:

- infer characters' feelings, thoughts and motives from their actions; justify with evidence.
- Summarise the plot of a scene from the text.
- Explain literal and figurative meanings of idioms.
- Explore verb prefixes ('re-', 'over-' and 'de-')
- Draft a play script.
- Work in a group to perform a playscript.

Topic: The children will:

- Discuss the jobs common to most Indus Valley people.
- Explain the lifestyle of a typical Indus Valley indigene.
- Investigate what it was like to grow up in the Indus Valley
- Describe the trade routes and modes of transport used by traders of the Indus Valley civilisation.
- Identify some goods which were traded and justify the choice of trade routes by the Indus valley people.

Science: The children will:

- Explain the scientific concept of inheritance and adaptation.
- Justify how adaptation may lead to evolution.
- Identify inherited characteristics that are passed on from parent to offspring.
- Explain how inherited characteristics can lead to variation.
- Explain that adaptations are mutations and identify adaptive traits
- Identify advantages and disadvantages of certain characteristics.

African Studies: To explore the Zulu culture.

		<p>Music: To learn about gamelan music.</p> <p>ICT: Students will be able to create an image folder in Google drive and manage the public access of the image. Students will be able to use the tag to insert an image in a web page.</p> <p>Art: Students will review their designs and add finish details to their work from the previous lesson.</p> <p>French: To describe their house in French.</p> <p>PE: Volleyball - The children would be able to understand the sports named Volleyball, and how it is played. performing the skills therein</p>
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	<p>Art: 3D buildings in the style of Architect Antoni Gaudi.</p> <p>French: The children will learn about different rooms in the house.</p> <p>PE: Introduction to Volleyball</p> <p>Swimming: To yet perform the butterfly stroke</p>	<p>Swimming: Students will continue to perform the full butterfly stroke</p>
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T2. W10

Numeracy: use all four operations to solve problems involving money; including money in pounds and pence, naira and kobo.

English: Balanced argument

Children will be able to differentiate between facts and opinions in argument text. They will understand cohesion in a text and that there are different devices to achieve this.

Topic: The children will understand the Town Planning system of the Indus Valley civilisation; describe the features of a typical Indus Valley house.

Science: The children will examine how animals and plants are adapted to suit their environment in the context of environmental variation; explore how some animals and plants are adapted to extreme environments.

African Studies: Children will be able to describe the life and exploits of Shaka Zulu.

Music: Children will be able to identify features of gamelan music.

Art: Perspective drawing/Painting

ICT: To understand the height and width CSS property. To explore the concept of the CSS border-radius property.

Numeracy: Children will learn to:

- Convert between currencies.
- Solve problems involving money; including money in pounds and pence, naira and kobo.
- Solve money profit and loss problems.
- Calculate simple interest, taxes, dividends and shares on simple amounts.

English: Balanced argument

Children will learn to:

- Identify facts and opinions in argument text and compare opposing points in the argument.
- Identify and use adverbials for time, place and number.
- spell words ending in *-tial* and *-cial*.
- Identify language features used in argument text.
- Rank arguments and counter arguments in order of importance.
- Identify sentence openers for argument texts.

Topic: Children will:

- Describe the Town Planning system of the Indus Valley civilisation.
- Explain the challenges involved in town planning.
- Examine the features of a typical Indus Valley house.
- Describe a compartment in an Indus Valley house.
- Examine the materials from which the Indus Valley people built their houses.

Science: Children will:

- Investigate variation across specific animals and plants.
- Identify subtle adaptations to environments in the animal and plant world.
- Explain which creatures and plants survive in given environments; suggest how animals and plants are adapted to extreme environments.
- Design an animal and a plant that should thrive and survive in a given environment.

	<p>PE: Skills in Volleyball</p>	<p>African Studies: To examine an ancient emperor; Shaka Zulu.</p> <p>Music: To learn about Gamelan.</p> <p>Art: Students will be able to practise drawing cubes and cuboids using one vanishing point.</p> <p>ICT: Students will be able to use the height and width property to manipulate an element. Students will be able to use the border-radius property.</p> <p>PE: The children will be able to execute the skills in volleyball (Service-Underarm and Over head, Setting, digging, passing, spiking).</p> <p>Swimming: Students who are not familiar with competitive butterfly stroke will be introduced to it.</p> <p>French:</p>
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	<p>PE:</p> <p>Swimming: To learn competitive butterfly stroke</p> <p>French: The children will learn about objects in each room in the house.</p>	<p>To say different objects in each room in the house in French.</p>
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T2. W11

Numeracy: The children will be able to complete, describe positions on the full coordinate grid (all four quadrants)

English: Balanced Argument

The children will be able to use bullet points, semicolon and colons as appropriate. They will research information for their own argument text using the Internet and make notes.

Topic: The children will describe the Arts and Craft of the Indus Valley people; learn about some similarities between modern religion in the Indus Valley region and the evidence of religious practices during the Indus civilisation.

Science: Children will learn more about the work of Anning, Darwin and Wallace, and recognise the role fossils have in the development of evolutionary theory; recognise that living things have changed over time using fossil records.

African Studies: Students will present a debate about Shaka's leadership style; determining whether he was a tyrant or a hero.

Music: The children will be able to rehearse and perform a gamelan melody (virtually)

ICT: To explore the box-shadow CSS property. To understand the CSS border-color property.

French: The children will be able to describe their room.

PE: Skills in Volleyball

Numeracy: Children will learn to :
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

-draw and label a pair of axes in all four quadrants with equal scaling; including the use of negative numbers.

- draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes

-express answers algebraically for example, translating vertex (a, b) to $(a - 2, b + 3)$; (a, b) and $(a + d, b + d)$ being opposite vertices of a square of side d .

English: Balanced argument

Children will learn to:

–Read, analyse and understand the author's intent in an argument text.

–Compare opposing points in the argument.

–Identify facts and opinions in argument text.
–Use bullet points, colons and semicolons as appropriate.

–Spelling Rules for the Suffixes '-ally' and '-ly'

–Work independently or in pairs to plan and write an argument text.

Topic: Children will:

-Identify some of the objects that Indus valley craftspeople produced.

-Explain how potters created pots during the Indus valley civilisation.

-Create a pot in the style of an Indus valley craftsperson.

-Examine some similarities between modern and ancient religious practices during the Indus valley civilisation.

-Discuss objects that might be buried with people in the present day and compare them with the Indus Valley civilisation.

Science: Children will:

	<p>Swimming: To compete using butterfly stroke</p>	<ul style="list-style-type: none"> -Investigate the life and work of Anning, Darwin or Wallace. -Use given evidence to attempt to back up evolutionary ideas, presenting logical findings. -Explain what fossils are, discuss the importance of fossils in the study of evolution. -Present research summary on famous paleontologists. <p>African Studies: To evaluate Shaka's leadership style; his achievements and shortcomings.</p> <p>Music: To listen to examples of gamelan music.</p> <p>ICT: Students will be able to manipulate the box-shadow property. Students will be able to use the border-color property.</p> <p>French: To describe their room in French and give their opinion about their room.</p> <p>PE: The children will be able to execute the skills in volleyball (Service-Underarm and Over head, Setting, digging, passing, spiking).</p> <p>Swimming: Students will compete with their peers using butterfly stroke</p> <p>Art: Students will apply perspective skills to a 2D cut-out photograph of a skyscraper to create a 3d version in their sketchbooks.</p>
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	<p>Art: Perspective: Sue Averall Cityscapes</p>	
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T2. W12

Numeracy: The children will be able to solve problems involving standard units of measure and draw scaled diagrams using standard units of measure.

English: Classic Performance poem

Children will be able to make comparisons between poems by the same author and write a review of their favourite poem including poetry features.

Topic: Children will discuss the theories put forward to explain the ending of the Indus Valley civilisation; analyse and compare the style of leadership in the Indus Valley with that of some other ancient civilisations.

Science: The children will find similarities and differences between fossils and their closest living creature; review theories of evolution and inheritance.

African Studies: Students will be able to compare and contrast the leadership style of Shaka with two African leaders by producing critically and historical documents on them.

Music: The children will be able to develop ideas for adding contrast and variety to cyclic patterns.

ICT: To create and style buttons. To create various widths with the flex-basis property.

Art: To create a building sculpture in the style of Gaudi in Barcelona

French: The children will learn to

Numeracy: Children will learn to:
–Calculate time intervals using the 24-hour clock.
–Convert between miles and kilometres
–Draw scaled diagrams using standard units of measure
–Solve problems involving average speed; average speed = distance/time

English: Classic Performance poem(The Walrus and the Carpenter)

Children will learn to:

–Compare and contrast poems by one author.
– read and draw inferences from a classic performance poem
–Investigate punctuation in selection of poems.
–Words Ending in '-ant', '-ance', '-ancy' / 'ent', '-ence', '-ency'
–Evaluate how authors use language, including figurative language, considering the impact on the reader.
–Write the first draft of a poem
–Write a review of their favourite poem, including poetry features.

Topic: Children will:

–Explain some theories that historians use to explain why the Indus Valley civilisation ended.
– Investigate why the Indus River still floods regularly.
–Summarise the theories about the ending of the Indus Valley civilisation,
–Analyse differences between the style of leadership in the Indus Valley and that of other ancient civilisations studied.
–Highlight elements of similarities between the leaders in the Indus Valley and some other ancient civilisations.

Science: The children will:

–Identify fossils of plants or animals.
–Examine the similarities and differences between fossils and their closest living relatives.

	<p>talk about different tv programs in French.</p> <p>PE: Games situation in Volleyball</p> <p>Swimming: To compete in butterfly stroke with the right technique</p>	<p>-Describe how plants have evolved based on their fossil records e.g the fern leaf. Explore evidence of evolution using evolutionary trees.</p> <p>African Studies: To compare Shaka's leadership style with other African leaders (Robert Mugabe and Muammar Gaddafi).</p> <p>Music: To learn about cyclic patterns 2</p> <p>ICT: Students will be able to create hoverable buttons and style it. Students will be able to manipulate the widths of an element with the use of flex-basis property.</p> <p>Art: Students will be able to create a sculpture in the style of Antoni Gaudi using clay slabs.</p> <ul style="list-style-type: none"> - Beads and buttons will be impressed into the sculpture to create patterns and finishes in the style of the architect. <p>French: To explore different tv programs in French.</p> <p>PE: The children will be able to execute these volleyball skills during game situations.</p> <p>Swimming: Students will be taught the best butterfly technique in a competition.</p>
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