

SCHEME OF WORK

for History
Year 6



TERM	TOPICS
1	The Ancient Romans (753 BC – 476 AD) Daily Life, Society, Mythology, Gods & Goddesses.
2	Rise of the Roman Empire (500 BC–50 BC) Wars and Politics.
3	Rise of Christianity. II of the Roman Empire and Migration Period (50 BC – 480 AD).

SCHEME OF WORK

For Mathematics

Year 6



TERM	TOPICS
1	Sequences and series Number calculations Fractions decimals and percentages Expressions and Formula Checkpoint Revision and Checkpoint. Assessment Test
2	Multiplication and Division Statics and Probability Handling Data Perimeter and Area Angles and shapes Assessment Test

3	Functions and Graphs Percentages Ration and Proportions Triangles and Quadrilaterals Linear Equations Transformations Equations and Graphs Polygons Cambridge Secondary 1 Progression Test Stage 7
---	--

SCHEME OF WORK

for Sports
 Year 6 to 10



At the beginning of the school year and continuously throughout the year, pupils are taught the Health and Safety Rules in our school:

- rules during sports lessons and expected behaviour in the changing room
- how to handle all the equipment (setting up, moving equipment, storing it safely in its allocated place, etc.)

TERM	TOPICS
1	<p>Invasion games Pupils are expected to participate in:</p> <ul style="list-style-type: none"> • Competitive invasion and striking games, (football, basketball, flag rugby, etc.) using techniques that suit the game. • Using the basic fundamentals of the game, showing good sportsmanship at all times. • Respond positively to the changing conditions and situations of the games. <p>Gymnastics and Apparatus Gymnastics Pupils are expected to participate in:</p> <ul style="list-style-type: none"> • Create and perform complex sequences on the floor and using small and large apparatus. • Use techniques and movement combinations in different gymnastic styles. • Use compositional principles when designing their sequences (for example, changes in level, speed, direction, and relationships with apparatus and partners.)
2	<p>Net and striking games Pupils are expected to participate in:</p>

	<ul style="list-style-type: none"> • Competitive net games (volleyball, netball, badminton, baseball, hockey, etc.) • Use the principles of attack and defense when planning and implementing complex team strategies.
3	<p>Athletics Pupils are expected to participate in:</p> <ul style="list-style-type: none"> • Set and meet personal and groups targets in a range of athletics events, challenges and competitions. • Use a range of running, jumping and throwing techniques, singly and in combination, with precision, speed, power or stamina. <p>Orienteering</p> <ul style="list-style-type: none"> • Use a range of orienteering and problem solving skills and techniques in these challenges. • Identify the roles and responsibilities of individuals within a group when planning orienteering strategies. • Meet challenges in outdoor activities and journeys (weather permitting).

SCHEME OF WORK

for
 Year 6



TERM	TOPICS
1	<p>People in action. An active study of different types of art from ancient Egypt to modern contemporary art, focusing on the themes of art foundations, perspective, drawing, and sculpture. In this course, students will participate in art projects based on art history lessons, gain a perspective of art history through a focus on these four themes, and become familiar with the artistic compositions of line, contour line, gesture, form, shape, value contrast colour, proportions, drawing and sculpture, and learn how art can be created through no traditional methods. In this term children explore how to convey movement in their work. Pupils will look at movement in things such as sport, dance, drama and music as a starting point for making work in two dimensions. We will look at artists and how movement has been approached. Do sketches, learners will begin to experiment with different methods and techniques to show movement. Doing quick ten minutes sketches to capture movement. New simple techniques to make the approach more free sketches. What shapes and colours are associated with movement?</p>
2	<p>What a performance. Pupils will develop further their investigation through a range of materials and processes and combine, organise line, tone, shape and colour to represent figures and forms in movement. We will compare and comment on ideas, methods and move towards in their own and others' work. Using visuals and techniques children will communicate ideas about movement; analyse and comment on ideas, methods and approaches.</p>

3	<p>A sense of place. How we see movement. The eyes perception, look at other genres to see how they show movement. Compare and contrast to gain more insight. A sense of place further sketching to improve their skills. Self reflection. Experiment further with different methods and techniques to show movement. Look at ways of showing movement more simply. Abstraction, using different lines and composition. In this term children explore the rural and urban landscape as a starting point for two dimensional work. Looking at composition and colour in order to make preliminary sketches for paintings of landscape. In the Art lessons the students will make use of a variety of artistic techniques. Alongside the practical work they will learn about relevant artists, past and contemporary Art movements, to show the work and the techniques in the context of Art history. They will apply to national and international completion in art.</p>
---	---

SCHEME OF WORK

for English First Language
 Year 6



TERM	TOPICS
1	<p>Learning objective: to read and analyze Non-Fiction. Genre: Non-Fiction Discuss differences between two information texts. Compare and contrast. Write an informal recount of an event and change it into a formal report. Biography. Autobiography Poetry, Contemporary biography, letters, diaries, news websites. Learning outcome: to compare the language, style and impact of a range of non-fiction writing. Cambridge Primary Checkpoint Test Assessment Test</p>
2	<p>Learning objective: to read and analyze non-Fiction. Genre: Non-Fiction Interpretive contextualization of different narratives taking into consideration: Viewpoint. Newspaper reporting. Feature writing containing opinion and persuasive language. Write a balanced report for a class presentation. Learning outcome: to compare the language, style and impact of a range of non-fiction writing. Assessment test</p>

3	<p><u>Learning objective:</u> to build up detail and convey shades of meaning through a wide range of sentence structures.</p> <p>Genre: Non-Fiction</p> <p>Journalistic writing, argument and discussion, formal and impersonal writing.</p> <p>Style and use of language: Stylistic devices that evoke emotion and pictorial imagery and shades of meaning. Compare the language, style and impact of a range of non-fiction writing.</p> <p>Persuasive language: How to use the correct form of persuasive language. Use inference and deduction when analyzing text.</p> <p>Learning outcome: to understand and use degrees of formality in a wide range of texts according to context, purpose and audience.</p> <p>Cambridge Secondary 1 Progression Test Stage 7</p>
---	---

SCHEME OF WORK

for German First Language

Year 6



TERM	TOPICS
1	<p>Thema 1: Einem Sachtext Informationen entnehmen. Vorgänge beschreiben. Bericht, Reportage, Interview als Textsorten kennen lernen. Einen eigenen Bericht schreiben. Was eine Geschichte spannend macht. Eigene Angstgeschichten schreiben.</p> <p>Thema 2: Herbstgedichte. Sprachliche Besonderheiten eines Gedichts untersuchen. Vers und Reim, Personifikationen erkennen. Gedichte vervollständigen. Gedichte interpretieren und ausdrucksstark vorlesen.</p> <p>Thema 3: Eine Ganzschrift lesen (Term 1&2). Informationen im Internet suchen und finden. Ein Portfolio anlegen. Eine literarische Figur charakterisieren. Eine Inhaltsangabe schreiben. Textstellen interpretieren.</p> <p>Werkstatt Sprache: Wörter durch Ableitung vom Wortstamm, Wortverlängerung und Ähnlichkeitsschreibung richtig schreiben</p> <p>Assessment Test</p>
2	<p>Thema 4: Buchvorstellung. Im Internet recherchieren. Ein kurzes Referat halten. Über Lesevorlieben reflektieren. Zuhören, fragen, diskutieren.</p> <p>Klassenentscheid zum Vorlesewettbewerb. Meldeschluss für Schulsiegermeldungen: Mitte Dezember</p> <p>Thema 5: Einfache literarische Formen auch mit regionalen oder regional-sprachlichen Bezügen kennen lernen. Grundlegende Merkmale einfacher literarischer Formen unterscheiden</p> <p>Werkstatt Sprache: Wortarten unterscheiden, sie fachsprachlich richtig bezeichnen, ihre Funktion erkennen und untersuchen.</p>

	<p>Werkstatt Sprache: Groß – und Kleinschreibung trainieren. Einen Text richtig abschreiben. Einfache und zusammengesetzte Tempusformen sowie den angemessenen Tempusgebrauch kennen.</p> <p>Assessment Test</p>
<p>3</p>	<p>Thema 6: Märchen und Sagen, Münchhausen-Geschichten. Informationen aus einem Text ermitteln. Eine Nacherzählung schreiben. Texte vergleichen und ergänzen. Eigene Geschichten schreiben und vortragen.</p> <p>Werkstatt Sprache: Satzglieder mit Hilfe der Umstellprobe und der gezielte Fragen bestimmen. Den Satzkern (Subjekt und Prädikat) als syntaktisches Minimum des Satzes erkennen; Aussage-, Frage- und Aufforderungssatz unterscheiden; Haupt- und Nebensatz, Satzreihe und Satzgefüge unterscheiden.</p> <p>Assessment Test</p>

SCHEME OF WORK

For
 Mathematics
 Year 6



TERM	TOPICS
1	Sequences and series Sequences and series Number calculations Fractions decimals and percentages Expressions and Formula Checkpoint Revision and Checkpoint Assessment Test
2	Multiplication and Division Statics and Probability Handling Data Perimeter and Area Angles and shapes Assessment Test
3	Functions and Graphs Percentages Ration and Proportions Triangles and Quadrilaterals Linear Equations Transformations Equations and Graphs Polygons Cambridge Secondary 1 Progression Test Stage 7

SCHEME OF WORK

for Music
 Year 6



TERM	TOPICS
1	<p>Music Express Year 6 Unit 1: Roundabout 2 – Exploring rounds</p> <p>This unit develops children's ability to sing and play music in two (or more) parts. They explore the effect of two or more pitched notes sounding together – harmony. They experiment with clusters of pitched notes and discover which combinations are 'comfortable' (concord), and which 'clash' (discord). They sing rounds and experiment with melodic ostinati to provide accompaniments. They play drones and single note accompaniments. They learn musical terminology to describe how a song is constructed. They revise basic musical notation (such as clefs and note values). They are introduced to some key composers.</p> <p>Music Express Year 6 Unit 2: Journey into space 2 – Exploring sound sources</p> <p>This unit develops children's ability to extend their sound vocabulary, including the use of ICT (Information and Communications Technology); and to compose a soundscape. In this unit, children explore a wide range of sound sources, to capture, explore, change and communicate sounds. They make expressive use of vocal and instrumental possibilities to create and structure compositions in groups and share these with the class.</p>
2	<p>Music Express Year 6 Unit 3: Songwriter 2 – Exploring lyrics and melodies</p> <p>This unit develops children's ability to compose a song with an awareness of the relationship between lyrics and melody. In this unit, children learn of the important role played by lyrics in songs. In particular they focus on the different functions of lyrics in conveying mood, expressing attitude or</p>

	<p>telling a story and learn appropriate terminology. They employ simple techniques for composing lyrics of their own and setting these to melodies. They learn about the cultural and social significance of many lyrics and how that meaning should be reflected in performance as well as in the composition itself.</p> <p>Music Express Year 6 Unit 4: Cyclic patterns 2 – Exploring rhythm and pulse</p> <p>This unit develops pupils' ability to perform rhythmic patterns confidently and with a strong sense of pulse. In this unit, pupils learn basic rhythmic devices used in many drumming traditions. They learn to recognize and write different rhythmic patterns. They play a variety of sounds on percussion instruments and learn how to use timbre and duration to add variety to their rhythmic ideas. They invent and improvise simple rhythmic patterns.</p>
3	<p>Music Express Year 6 Unit 5: Stars, hide your fires 2 – Performing together</p> <p>This unit develops and demonstrates children's ability to take part in a class performance with confidence, expression and control. In this unit children sing and play a two-part song, play instrumental accompaniments and rehearse and develop musical and performance ideas with understanding of how to achieve a quality class performance.</p> <p>Music Express Year 6 Unit 6: Who knows 2 – Exploring musical processes</p> <p>This unit provides an opportunity for children to consolidate, develop and demonstrate the musical skills, knowledge and understanding achieved in years 5 and 6. During the unit children will develop an understanding of the process of composing by creating and performing music in response to musical and non-musical stimuli.</p>

SCHEME OF WORK

for Science
 Year 6



TERM	TOPICS
1	<p>Interdependence and adaptation: Learn about habitats, food chains and webs and ecosystems, Plant nutrition, Life processes</p> <p>Humans and the human body: organs and their functions, digestive system, Breathing and lungs</p> <p>Famous scientists and examples of their work</p> <p>Assessment test</p>
2	<p>More about dissolving: Filtering and sieving, separating and mixing solids and liquids, Dissolving solids</p> <p>Reversible and irreversible changes: Evaporation, Making new materials, irreversible changes (burning)</p> <p>Changing circuits: Electrical circuits, conductors and insulators, electrical resistance</p> <p>Assessment test</p> <p>Cambridge Primary Checkpoint test Science</p>
3	<p>Forces in action: Weight and gravity, friction, up thrust, air and water resistance, magnetic attraction</p> <p>Classification: Putting things in groups and making keys</p> <p>How to work with a microscope</p> <p>Assessment test</p>

SCHEME OF WORK

for Spanish Second Language
 Year 6



TERM	TOPICS
1	<p>Theme 1: Where Spanish is spoken in the world: Famous Spanish-speaking people. Learn about gender in Spanish. Age, name. Instructions in the class. Alphabet and spelling. Greetings (formal and informal). Numbers. Verb 'tener' and 'hay'. Months of the year/days of the week.</p> <p>Assessment test</p>
2	<p>Theme 2: Introduce myself: Countries, nationalities. Family. Animals. Descriptions.</p> <p>Theme 3: My town: Places in town. Give directions. Verbs 'ser' and 'estar'</p> <p>Theme 4: My house: Weather. Imperatives.</p> <p>Theme 5: My daily routine: Assessment Test</p>
3	<p>Theme 6: My hobbies: Free-time activities, household chores. Going out, days of the week. Infinitives, opinion.</p> <p>Theme 7: At school: School subjects, times, transport. Use of Me gusta.</p> <p>Assessment Test</p>