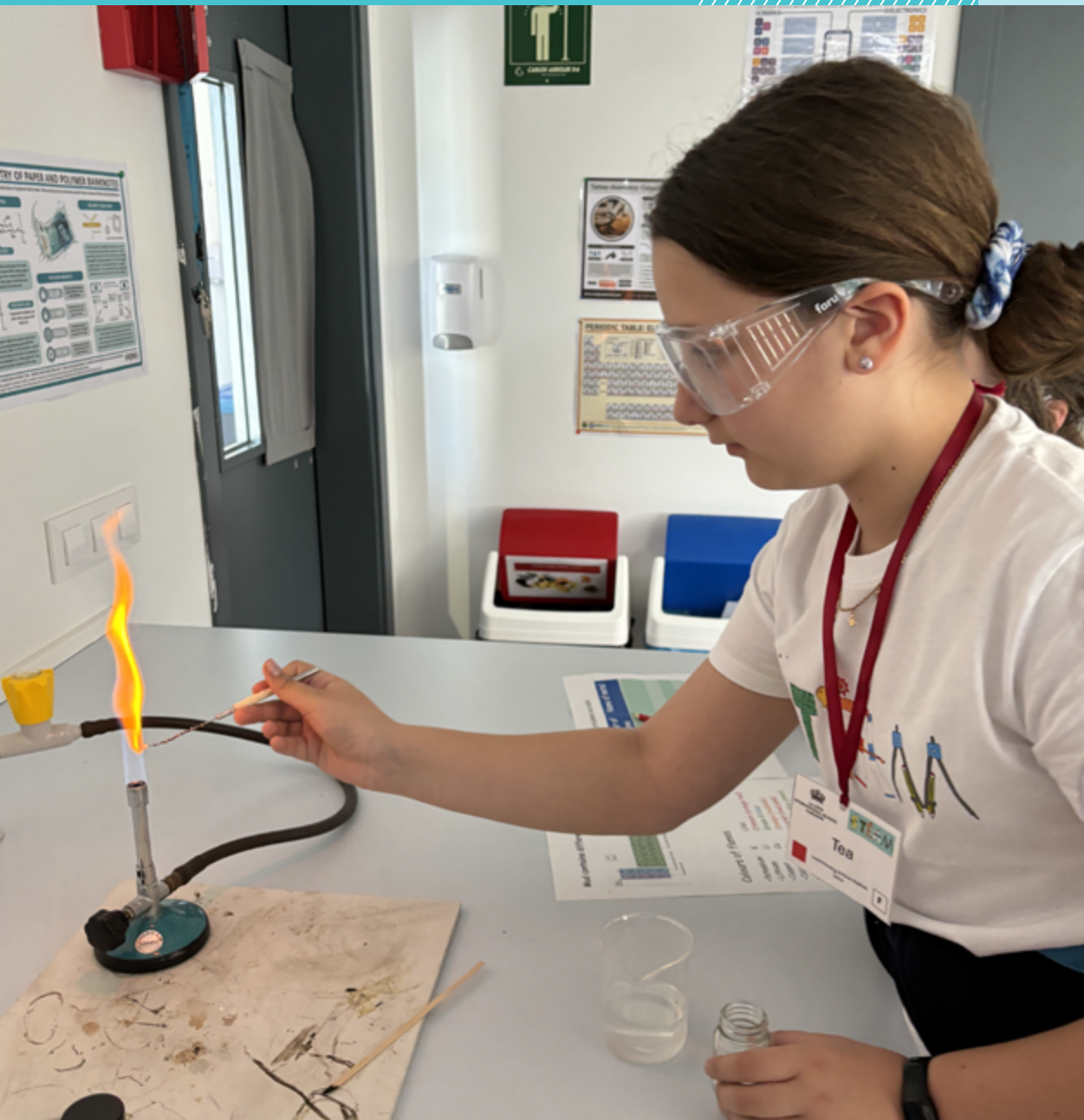




LA CÔTE INTERNATIONAL SCHOOL  
AUBONNE  
A NORD ANGLIA EDUCATION SCHOOL

# YEAR 6 CURRICULUM BOOK

2025-2026



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# WELCOME

## Welcome to Year Six's Curriculum Booklet

This booklet sets out all the relevant information that will help parents to understand the structure and content of the year's programmes of study for each subject.

At LCIS, we have developed our own contemporary approach to learning to create an inspiring and personalised education for your children. Our programmes in the Primary School, based on the English National Curriculum and the International Primary Curriculum, have been selected to ensure academic rigour and challenge while providing an educational journey that allows your children to flourish physically, intellectually, emotionally and ethically.

Our French A, native language programme is guided by the French and Swiss curricula, whilst our French B, foreign language programme supports the standards outlined by the Common European Framework. Our unique Performing Arts programme is the fruit of our collaboration with the world-renowned Juilliard School, while our partnerships with MIT and UNICEF offer our students many enriching global opportunities. Our exclusive online learning platform, 'Global Campus', enables Nord Anglia students across the world to connect, discover and interact with one another through cross-curricular, collaborative projects.

We know that children flourish when they are challenged, when they have opportunities to apply their learning, and when they are empowered to discover and build on their individual strengths and passions. Therefore, authentic learning experiences, both inside and outside the classroom, build the core of the personalised teaching we afford our students and equip them to play a proactive and positive role in the world they will inherit.

**This curriculum booklet contains the general teaching sequence for Year 6. Please note that the unit blocks may be rearranged depending on the length of the school terms. Please refer to the Year 6 Academic Long-Term Plan 2025-2026 for the teaching sequence for this year, which is attached to this booklet.**

We hope this curriculum booklet will help to answer any questions you may have about the fundamentals of your child's learning, and support the collaboration between school and home throughout the year.

Kind regards,

Year 6 Team



# MATHEMATICS

## Scheme of Learning

Our model of teaching Mathematics is based on the 'White Rose Maths' approach. Students are taught specific strands for example, "Number: Place Value". Within each block, there are small, incremental steps to ensure progression and allow an integrated approach to fluency, reasoning and problem solving. Whilst each strand is explicitly taught in a block, they are revised throughout the year. Each block has clear links to the year band's Mathematic objectives, which are taken from the English National Curriculum.

<b>Number:</b> Place Value	<b>Number:</b> Four Operations	<b>Number:</b> Fractions A	<b>Number:</b> Fractions B	<b>Measurement:</b> Converting Units	<b>Number:</b> Ratio
<b>Number:</b> Algebra	<b>Number:</b> Decimals	<b>Number:</b> Fractions, Decimals and Percentages		<b>Measurement:</b> Area, Perimeter and Volume	
<b>Statistics</b>	<b>Geometry:</b> Shape	<b>Geometry:</b> Position and Direction		<b>Problem Solving</b>	

## UNITS:

### Number: Place Value

- ▶ Read, write, order and compare numbers to 10,000,000 determining the value of each digit
- ▶ Round any whole number to a required degree accuracy
- ▶ Use negative numbers in context and calculate 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 and justify methods used
- ▶ Multiply multi-digit numbers up to 4 digits by a 2-digit using long multiplication
- ▶ Divide numbers up to 4 digits by a 2-digit number using long division
- ▶ Interpret remainders as whole numbers, fractions or by rounding
- ▶ Perform mental calculations including mixed operations and large numbers
- ▶ Identify common factors, common multiples and prime numbers
- ▶ Use knowledge of order of operations to carry out calculations involving all four operations
- ▶ Solve problems involving addition, subtraction, multiplication and division
- ▶ Use estimation to check calculations

### Number: Fractions

- ▶ Use common factors to simplify fractions
- ▶ Use common multiples to express fractions in the same denomination
- ▶ Compare and order fractions, including fractions less than 1
- ▶ Generate and describe linear sequences involving fractions
- ▶ Add and subtract fractions with different denominations
- ▶ Multiply simple pairs of proper fractions, writing the answer in its simplest form and divide proper fractions by whole numbers
- ▶ Calculate decimal fraction equivalents
- ▶ Recall and use equivalences between fractions, decimals and percentages in different contexts

### 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 3 decimal places
- ▶ Convert between miles and kilometres

### 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

### 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

**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 1-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

**Number: Fractions, Decimals and Percentages**

- ▶ Know fractions, decimal and percentage equivalents
- ▶ Use fractions as a form of division
- ▶ Convert fractions to percentages
- ▶ Order fractions, decimals and percentages
- ▶ Calculate percentages of amounts

**Measurement: Perimeter, Volume and Area**

- ▶ Recognise that shapes with the same area have different perimeters and vice versa
- ▶ Recognise when it is possible to use formulae for area and volume of shapes and calculate the area of parallelograms and triangles
- ▶ Calculate, estimate and compare volume of cubes and cuboids using standard units

**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

**Geometry: Properties of Shape**

- ▶ 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

**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

**Problem Solving and Investigation**

- ▶ Solve problems involving all four functions choosing the most efficient and accurate method
- ▶ Explain clearly how to solve a problem, posing alternatives and how it can be adapted to other problems
- ▶ Solve problems and explain methods used across all areas of Maths studied this year
- ▶ Apply the methods learnt to a range of different investigations



# ENGLISH – WRITING

## Scheme of Learning

This scheme of learning uses carefully chosen high-quality texts to guide learning in each unit. These texts help children explore rich language, interesting ideas, and different ways to write. Through reading, talking, and activities, children build important skills like expanding their vocabulary, understanding how sentences and grammar work, and learning to organise their writing clearly. They also practice writing for different purposes and audiences, which helps them become confident, creative writers who can express their thoughts effectively. Twice a year, all students from EYFS to Primary take part in a whole-school book study, fostering a sense of community and shared learning through a variety of writing genres.

*A glossary of the terminology used in Year 6 English can be found in the attached Appendix – English Grammar Terminology.*

Narrative Prequel	Narrative poem	Persuasive Campaign
Discussion text	Fantasy Texts	Newspaper Reports
<i>Fictional Narrative</i>	Poem with similar structure	

## UNITS:

TERM 1			
<b>WRITING OUTCOME</b>	▶ Narrative Prequel	▶ Narrative poem	▶ Persuasive Campaign
<b>CLASS TEXT</b>	▶ Paradise Sands by Levi Pinfold	▶ The Promise by Nicola Davies	▶ Suffragettes: The Battle for Equality by David Roberts
<b>VOCABULARY, GRAMMAR &amp; PUNCTUATION</b>	<ul style="list-style-type: none"> <li>▶ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>▶ Devices to build cohesion within a paragraph</li> <li>▶ Use of the passive to affect the presentation of information in a sentence</li> <li>▶ The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> <li>▶ How hyphens can be used to avoid ambiguity</li> <li>▶ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections</li> <li>▶ Brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>▶ How words are related by meaning as synonyms and antonyms</li> <li>▶ Using semi-colons to mark boundaries between independent clauses</li> <li>▶ Using expanded noun phrases to convey complicated information concisely</li> <li>▶ Using modal verbs or adverbs to indicate degrees of possibility</li> <li>▶ Use of commas to clarify meaning or avoid ambiguity</li> <li>▶ Using conjunctions, adverbs and prepositions to express time and cause</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>▶ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>▶ Indicating degrees of possibility using adverbs</li> <li>▶ Devices to build cohesion within a paragraph</li> <li>▶ Linking ideas across paragraphs using adverbials of time, place and number or tense choices</li> <li>▶ Brackets, dashes or commas to indicate parenthesis</li> <li>▶ Use of commas to clarify meaning or avoid ambiguity</li> <li>▶ The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>▶ The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> <li>▶ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</li> </ul>
<b>WRITING COMPOSITION</b> – TAUGHT ACROSS ALL UNITS	Planning	<ul style="list-style-type: none"> <li>▶ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>▶ Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>▶ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	
	Draft & Write	<ul style="list-style-type: none"> <li>▶ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>▶ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>▶ Précising longer passages</li> <li>▶ Using a wide range of devices to build cohesion within and across paragraphs</li> <li>▶ Using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	
	Evaluate & Edit	<ul style="list-style-type: none"> <li>▶ Assessing the effectiveness of their own and others' writing</li> <li>▶ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>▶ Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>▶ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>▶ Proof-read for spelling and punctuation errors</li> <li>▶ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	



TERM 2	
WRITING OUTCOME	<ul style="list-style-type: none"> <li>▶ Discussion text</li> <li>▶ Fantasy Texts</li> <li>▶ Newspaper Reports</li> </ul>
CLASS TEXT	<ul style="list-style-type: none"> <li>▶ Can we save the tiger? By Martin Jenkins</li> <li>▶ Fantasy Texts – Extracts from Harry Potter; The Lion, The Witch and The Wardrobe; The Hobbit</li> <li>▶ The Three Little Pigs Project</li> </ul>
VOCABULARY, GRAMMAR & PUNCTUATION	<ul style="list-style-type: none"> <li>▶ Verb prefixes [for example, dis-, de-, mis-, over- and re-]-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>▶ Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>▶ Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>▶ Brackets, dashes or commas to indicate parenthesis</li> <li>▶ Use of commas to clarify meaning or avoid ambiguity</li> <li>▶ 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]</li> <li>▶ How words are related by meaning as synonyms</li> <li>▶ 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]</li> <li>▶ 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</li> <li>▶ Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</li> <li>▶ Use of the colon to introduce a list and use of semi-colons within lists</li> <li>▶ Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>▶ Brackets, dashes or commas to indicate parenthesis</li> <li>▶ 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)]</li> <li>▶ Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> <li>▶ How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] (use of hyphenated adjectives)</li> </ul>
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	<p>Planning</p> <ul style="list-style-type: none"> <li>▶ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>▶ Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>▶ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
	<p>Draft &amp; Write</p> <ul style="list-style-type: none"> <li>▶ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>▶ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>▶ Précising longer passages</li> <li>▶ Using a wide range of devices to build cohesion within and across paragraphs</li> <li>▶ Using further organisational and presentational devices to structure text and to guide the reader</li> </ul>
	<p>Evaluate &amp; Edit</p> <ul style="list-style-type: none"> <li>▶ Assessing the effectiveness of their own and others’ writing</li> <li>▶ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>▶ Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>▶ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>▶ Proof-read for spelling and punctuation errors</li> <li>▶ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>

TERM 3		
WRITING OUTCOME	▶ Fictional Narrative	▶ Poem with similar structure
CLASS TEXT	▶ The Boy at the Back of the Class by Onjali Q. Raúf	▶ Night Mail by W H Auden
VOCABULARY, GRAMMAR & PUNCTUATION	<ul style="list-style-type: none"> <li>▶ How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> <li>▶ 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</li> <li>▶ Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</li> <li>▶ Use of the colon to introduce a list and use of semi-colons within lists</li> <li>▶ How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul>	<ul style="list-style-type: none"> <li>▶ Using expanded noun phrases to convey complicated information concisely</li> <li>▶ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	Planning	<ul style="list-style-type: none"> <li>▶ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>▶ Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>▶ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
	Draft & Write	<ul style="list-style-type: none"> <li>▶ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>▶ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>▶ Précising longer passages</li> <li>▶ Using a wide range of devices to build cohesion within and across paragraphs</li> <li>▶ Using further organisational and presentational devices to structure text and to guide the reader</li> </ul>
	Evaluate & Edit	<ul style="list-style-type: none"> <li>▶ Assessing the effectiveness of their own and others' writing</li> <li>▶ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>▶ Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>▶ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>▶ Proof-read for spelling and punctuation errors</li> <li>▶ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>

# ENGLISH – READING

## Scheme of Learning

Reading is a fundamental skill, which enables children to access and respond to all areas of the curriculum. Students are offered the opportunity to gain an appreciation and love of reading through a wide and exciting bank of quality texts. Reading skills are taught through a variety of methods, including core texts linked to writing genres, guided reading sessions and research for IPC units. As reading skills are taught continually across many areas, the reading objectives from the English National Curriculum are covered throughout the year and revisited often.

Each objective is related to key readings skills:

**READ** = word reading and general reading behaviour

**R** = recall and retrieval

**E** = exploring the author's language and point of view

**A** = analysis of structure and organisation

**D** = deduction and inference

STUDENTS WILL LEARN TO...		KEY SKILL
OBJECTIVES COVERED OVER THE YEAR	▶ Work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context	<b>(D)</b>
	▶ Read aloud with pace, fluency and expression, taking account of punctuation, presentation and the author's intent	<b>(READ)</b>
	▶ Confidently skim and scan non-fiction texts to speed up research	<b>(R)</b>
	▶ Refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications	<b>(R/D)</b>
	▶ Recognise text features within mixed-genre texts	<b>(A)</b>
	▶ Identify and discuss features of fiction genres	<b>(A)</b>
	▶ Identify some features of different fiction genres	<b>(A)</b>
	▶ Identify the point of view of some texts and how this impacts on the reader	<b>(E/D)</b>
	▶ Summarise information from different points in the same text or across a range of texts	<b>(E/D)</b>
	▶ Clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts	<b>(R)</b>
	▶ Use quotations and text references to support ideas and arguments	<b>(R/D)</b>
	▶ Explain a character's motives throughout a text and use evidence from the text to back up opinions	<b>(D)</b>
	▶ Confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences	<b>(D)</b>
▶ Recognise which character the writer wants the reader to like or dislike	<b>(E/D)</b>	

STUDENTS WILL LEARN TO...		KEY SKILL
OBJECTIVES COVERED OVER THE YEAR	▶ Identify and discuss implicit and explicit points of view in texts, referring back to the text to support thoughts and ideas	<b>(D)</b>
	▶ Comment on the success of a text providing evidence that refers to language, theme and style	<b>(E)</b>
	▶ Recognise the use of irony and comment on the writer's intention	<b>(E)</b>
	▶ Reflect on the wider consequences or significance of information, ideas or events in the text as a whole	<b>(D)</b>
	▶ Investigate texts to confirm and justify reasoned predictions and opinions	<b>(R/D)</b>
	▶ Explain how the structural choices support the writer's theme or purpose	<b>(A)</b>
	▶ Evaluate relationships between characters, referring back to the text to support thoughts and judgements	<b>(D)</b>
	▶ Explain how the author has used different language features and the effect of these on the reader	<b>(E)</b>
	▶ Unpick the details of the different layers of meaning in texts	<b>(D)</b>



# INTERNATIONAL PRIMARY CURRICULUM (IPC)

## Scheme of Learning

The International Primary Curriculum is a comprehensive, thematic, creative course of study with specific learning goals for the following areas: History, Geography, Science, Art, Technology, International Mindedness and Society. Each unit or topic varies in length and will focus on specific learning goals in Knowledge, Skills and Understanding. The IPC also supports and facilitates personal learning based on the eight IPC personal goals, for student to become: a Collaborator, a Communicator, a Thinker, Empathetic, Ethical, Resilient and Respectful.

In Year Six, students can opt to take their IPC topic lessons in English or in French.

<b>Branwaves: Meta-cognition</b> (Science)	<b>The Holiday Show</b> (Geography)	<b>Champions for Change</b> (History and Society)
<b>Building a Village</b> (History and Geography)		<b>Climate Control</b> (Science)
<b>Making New Materials</b> (Science)	<b>Full Power!</b> (Science)	

## UNITS:

### Brainwaves: Metacognition

#### The Big Idea

This unit is all about metacognition and learning about learning. We are going to find out how we can help our brain and memory work harder to help us learn. This will help all future learning and make everyone even better learners!

#### Explaining the Theme

In this unit, students will be finding out:

- ▶ About metacognition
- ▶ How to identify their own strengths and weaknesses
- ▶ About the power of 'yet'
- ▶ How to goal setting
- ▶ How to use a learning journal
- ▶ How to use graphic organisers to support learning
- ▶ How to create questions to plan, monitor and reflect on learning
- ▶ About strategies of mindfulness for learning and self-regulation
- ▶ About the 5 whys strategy for examining thinking.

## The Holiday Show

### The Big Idea

We will be finding out about our responsibilities as tourists, and the impact that our choice of holiday and travel destination can have on the human and physical environment.

### Explaining the Theme

In Geography, students will be finding out:

- ▶ About a tourist attraction in our local area
- ▶ About the role of our local Tourist Information Centre
- ▶ How maps can give us tourist information
- ▶ About tourism and its impact on regions, countries and cultures
- ▶ How we can create an eco-friendly, sustainable holiday resort

In History, students will be finding out:

- ▶ How to create a history tour of our local area/host country

In Technology, students will be finding out:

- ▶ How to evaluate materials used to market holidays
- ▶ How to create our own marketing materials to sell a holiday

In ICT & Computing, students will be finding out:

- ▶ How to plan a holiday route around the world using QR codes to identify different locations
- ▶ How to create their own translation app for a world traveller to use on their mobile phone

In International Mindedness, students will be finding out:

- ▶ What makes a good global traveller
- ▶ How to create a welcome pack for our school/local area

## Champions For Change

### The Big Idea

One day, you should have the right to vote – to decide who will lead your country. What will you do with your vote? Which party or leader would you choose? What issues would get your attention? Politics is about taking an active role and interest in the future, to improve our lives and those of others.

### Explaining the Theme

In Society, students will be finding out:

- ▶ About the system of government in our home and host country
- ▶ About different types of government around the world
- ▶ How to canvas opinion on what people think about the school/local area
- ▶ What makes a good leader
- ▶ How to write a successful political speech

In History, students will be finding out:

- ▶ About the origins of democracy
- ▶ How and why empires have been established
- ▶ About a historical campaign or revolution for change

In Technology, students will be finding out:

- ▶ How to create our own party logos and campaign posters

In International Mindedness, students will be finding out:

- ▶ How to create our own party logos and campaign posters

## Building a Village

### The Big Idea

Is this neighbourhood a good place to live – what do you think? Have you ever wondered why people in the past chose to live here? Together, we are going to find out about the places where people live. We will be looking at different countries as well as different times in history and different societies.

### Explaining the Theme

In Geography, students will be finding out:

- ▶ About different types of settlements
- ▶ About services in our local area
- ▶ About village life in our host and home country
- ▶ How to map and record geographical information

In History, students will be finding out:

- ▶ About the history of our local area
- ▶ About the history of two settlements from the host and home countries
- ▶ How to use evidence to research and record history
- ▶ How to create a settlements museum

In Technology, students will be finding out:

- ▶ What materials are used in local buildings
- ▶ How to make concrete
- ▶ How to make our own Roman road
- ▶ About eco-friendly buildings and settlements

In Society, students will be finding out:

- ▶ About extra services for our local area
- ▶ How we could encourage friendship in our area

In International Mindedness, students will be finding out:

- ▶ About the quality of life in the host and home countries
- ▶ What the 'global village' is and how it affects us

## Climate Control

### The Big Idea

We will be learning about the way that people are causing the temperature of our planet to increase, why this happens and actions we must all take to limit our harmful impact on planet earth.

We will need to be scientists, geographers and designers. Can you connect small actions with a planet-sized problem?

### Explaining the Theme

In Science, students will be finding out:

- ▶ How energy transfers from one thing to another
- ▶ How different types of energy and energy transformation
- ▶ About the way we use energy in our daily lives
- ▶ About how we get electricity from fossil fuels
- ▶ About the greenhouse effect
- ▶ About the properties of carbon dioxide and how this is causing climate change
- ▶ How to investigate the cause of rising sea levels
- ▶ How climate change is contributing to extinction of animal species
- ▶ About renewable energy sources for generating electricity.

In Geography students will be finding out:

About the carbon cycle

- ▶ How carbon is processed or released to become carbon dioxide
- ▶ About evidence of climate change and global warming
- ▶ More sustainable choices than single use or disposable plastics
- ▶ The different ways our rubbish can be dealt with
- ▶ Evaluating efforts to be more sustainable.

In Design Technology and Innovation, students will be finding out:

- ▶ About the design of wind turbines
- ▶ Solutions to meet the challenge of rising sea levels.

In International, students will be finding out:

- ▶ The connection between climate change and the United Nations Sustainable Development Goals
- ▶ The countries that impact or are most impacted by global warming.

## **Making New Materials**

### **The Big Idea**

We will be learning about the marvellous materials that surround us, how they can be shaped, combined, condensed, frozen, melted and burnt. We will need to be chemists and cooks, scientists and creators of new materials. Have you ever wondered how new materials are made? Let's find out!

### **Explaining the Theme**

In Science, students will be finding out:

- ▶ About factors that affect solubility
- ▶ How heating and cooling cause changes of state
- ▶ How to separate mixtures and substances
- ▶ Using gases in the kitchen
- ▶ Materials that conduct or insulate heat
- ▶ Materials that conduct and insulate electricity
- ▶ Series and parallel circuits
- ▶ Glass and how it is made.

In Art, students will be finding out:

- ▶ How artists use alternative/unusual materials in their work
- ▶ How choice of materials can help or hinder communicating through art.

In History, students will be finding out:

- ▶ About materials discovered and created in the distant past.

In International, students will be learning about:

- ▶ The history of plastic
- ▶ Plastic as a solution and a problem.



## Full Power

### The Big Idea

We will be finding out about our responsibilities as tourists, and the impact that our choice of holiday and travel destination can have on the human and physical environment.

### Explaining the Theme

In Science, students will be finding out:

- ▶ How to make an electrical circuit
- ▶ How we can change a circuit
- ▶ How to draw a circuit diagram
- ▶ How to build circuits from diagrams
- ▶ About different kinds of circuits
- ▶ How to make an electric wire-loop game
- ▶ About electricity and heat
- ▶ About the dangers of electricity

In Technology, students will be finding out:

- ▶ How to design a car's headlights, horn and fan

In History, students will be finding out:

- ▶ Who discovered electricity

In International Mindedness, students will be finding out:

- ▶ About issues concerning electricity in the future
- ▶ What might happen in a powercut scenario



# FRENCH A

## Le programme

Le français en Year 6 occupe 5 heures de l'emploi du temps hebdomadaire de l'élève. Nous enseignons un programme inspiré des systèmes franco-suisses où l'étude de la langue se fait en contexte. L'accent est placé sur la différenciation pédagogique afin que tous les élèves puissent apprendre et progresser dans les meilleures conditions.

### Objectifs prioritaires de l'année

- ▶ Entraînement à la lecture à voix haute de textes pour consolider le déchiffrage et la fluence
- ▶ Mise en place de temps de lecture, notamment silencieux, pour encourager chez les élèves le plaisir et l'intérêt de lire des textes littéraires, patrimoniaux ou documentaires
- ▶ Pratique régulière de l'écriture : copie de leçons, de poésies, de résumés
- ▶ Exercices de rédaction réguliers pour prolonger les études de textes
- ▶ Entraînement à la compréhension de textes relevant d'enseignements variés (français, TOPIC) à partir de questions qui appellent une réponse écrite ou orale, selon les difficultés rencontrées par les élèves
- ▶ Consolidation et apprentissage de nouvelles notions grammaticales
- ▶ Pratique d'une dictée hebdomadaire qui mobilise le vocabulaire et les notions de grammaire travaillés
- ▶ Entraînement à l'expression orale par l'organisation d'échanges dans des situations diverses en portant une attention particulière et adaptée à chacun sur la précision du lexique, la chronologie des événements et le respect de la parole de chacun

La magie	Roman fantastique
Réflexions philosophiques	Roman réaliste
Poésie	Écologie et humour

## UNITS:

GENRE / DESCRIPTION	<b>La magie</b>	<b>Roman fantastique</b>
	<p><b>Le grimoire d'Arkandias *</b></p> <p>Se situant entre le fantastique et le policier, cet ouvrage permet d'aborder les caractéristiques de ces deux genres. Réflexion éthique sur la question du vol, du mensonge et de la désobéissance.</p>	<p><b>Le chat qui parlait malgré lui °</b></p> <p>Un petit roman fantastique qui permet d'aborder de nombreux thèmes : l'amitié, le merveilleux, l'humour... Il apporte également une culture générale : en histoire, en géographie, en langues et en poésie.</p>
EXPRESSION ÉCRITE	<ul style="list-style-type: none"> <li>▶ A partir d'une couverture de roman, rédiger une histoire se situant entre réel et surnaturel</li> <li>▶ Produire un texte où un personnage se métamorphose</li> </ul>	<ul style="list-style-type: none"> <li>▶ Écrire un dialogue</li> <li>▶ Écrire un article de journal (événement d'actualité)</li> <li>▶ Réaliser une boîte de lecture</li> </ul>
GRAMMAIRE	<ul style="list-style-type: none"> <li>▶ La phrase et la ponctuation</li> <li>▶ Les types de phrases</li> <li>▶ Les phrases affirmatives et négatives</li> </ul>	<ul style="list-style-type: none"> <li>▶ Le sujet de la phrase</li> <li>▶ Identifier le verbe</li> <li>▶ Le nom et le déterminant</li> </ul>
CONJUGAISON	<ul style="list-style-type: none"> <li>▶ L'infinitif du verbe</li> <li>▶ La conjugaison du verbe</li> </ul>	<ul style="list-style-type: none"> <li>▶ Le présent, le futur simple</li> <li>▶ L'imparfait</li> </ul>
ORTHOGRAPHE	<ul style="list-style-type: none"> <li>▶ Les lettres finales muettes</li> <li>▶ Les consonnes doubles au début des mots</li> <li>▶ Les noms terminés en -é, ée, - té, -tée et -tié</li> </ul>	<ul style="list-style-type: none"> <li>▶ L'accord sujet-verbe</li> <li>▶ Le participe passé en -é ou infinitif -er</li> <li>▶ Dictées flash</li> </ul>
VOCABULAIRE	<ul style="list-style-type: none"> <li>▶ Utiliser le dictionnaire</li> <li>▶ Les noms génériques</li> <li>▶ Comprendre un mot par son contexte</li> </ul>	<ul style="list-style-type: none"> <li>▶ Les familles de mots</li> <li>▶ Suffixes, préfixes</li> </ul>

\* *Lecture suivie*

° *Lecture autonome*

\*\* *Une partie des sujets de rédaction est en lien avec les lectures suivies.*

*L'expression orale est particulièrement travaillée dans la partie lecture.*

*NB. La mémorisation de cinq à huit poèmes est programmée sur l'année.*

<b>GENRE / DESCRIPTION</b>	<b>Réflexions philosophiques</b> <b>Le tonneau de Diogène *</b> Un recueil de saynètes mettant en scène, le philosophe de l'Antiquité, Diogène. Réflexions sur le respect, la tolérance et une initiation au débat philosophique.  <b>Debout sur un pied °</b> Contes de sagesse yiddish. Chaque histoire expose un différend pour lequel le lecteur est censé trouver une solution sage et juste, avant de lire la conclusion qu'on lui propose	<b>Roman réaliste</b> <b>Momo, prince des Bleuets °</b> Un roman sensible où il est question d'amour des livres, d'amitié entre un jeune garçon et une personne âgée.
<b>EXPRESSION ÉCRITE</b>	<ul style="list-style-type: none"> <li>▶ Décrire un tableau.</li> <li>▶ Rédiger un texte scientifique</li> <li>▶ Rédiger un texte argumentaire (emploi des connecteurs logiques)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Rédiger un sketch.</li> <li>▶ Rédiger une lettre.</li> <li>▶ Rédiger un événement extraordinaire.</li> <li>▶ Écrire à plusieurs mains</li> </ul>
<b>GRAMMAIRE</b>	<ul style="list-style-type: none"> <li>▶ L'adjectif qualificatif</li> <li>▶ Les compléments de phrase</li> <li>▶ Le complément du nom</li> </ul>	<ul style="list-style-type: none"> <li>▶ La proposition subordonnée relative</li> <li>▶ Le complément du verbe</li> <li>▶ L'attribut du sujet</li> </ul>
<b>CONJUGAISON</b>	<ul style="list-style-type: none"> <li>▶ L'imparfait (valeur du temps)</li> <li>▶ Le passé simple et son emploi</li> </ul>	<ul style="list-style-type: none"> <li>▶ L'impératif</li> <li>▶ Le passé composé</li> </ul>
<b>ORTHOGRAPHE</b>	<ul style="list-style-type: none"> <li>▶ Les homophones du verbe être</li> <li>▶ Les homophones ce/se et ces/ses</li> <li>▶ Les homophones ou/où, la/là/l'a/l'as</li> </ul>	<ul style="list-style-type: none"> <li>▶ L'accord genre et nombre dans le GN</li> <li>▶ L'accord adjectif-nom en genre et en nombre</li> </ul>
<b>VOCABULAIRE</b>	<ul style="list-style-type: none"> <li>▶ Les différents sens d'un verbe</li> <li>▶ Les différents sens d'un mot</li> </ul>	<ul style="list-style-type: none"> <li>▶ Les mots génériques</li> <li>▶ Les synonymes et les antonymes</li> <li>▶ Le champ lexical</li> </ul>

\* *Lecture suivie*

° *Lecture autonome*

\*\* *Une partie des sujets de rédaction est en lien avec les lectures suivies.*

*L'expression orale est particulièrement travaillée dans la partie lecture.*

*NB. La mémorisation de cinq à huit poèmes est programmée sur l'année.*

<b>GENRE / DESCRIPTION</b>	<b>Poésie</b> <b>Le poète vagabond *</b> Une découverte des poèmes et des contes de Blaise Cendrars à travers une biographie romancée de sa jeunesse: découverte de la Chine, la Perse, la Russie	<b>Écologie et humour</b> <b>Histoire d'une mouette et du chat qui lui apprit à voler °</b> Une histoire tendre sur l'apprentissage, l'entraide et la solidarité, on y découvre des personnages bien typés, des notes d'humour, la solidarité, la protection du plus faible et un message sur la pollution
<b>EXPRESSION ÉCRITE</b>	<ul style="list-style-type: none"> <li>▶ Écrire une biographie historique</li> <li>▶ Raconter un voyage</li> <li>▶ Écrire un texte poétique</li> </ul>	<ul style="list-style-type: none"> <li>▶ Mini-exposé sur un pays (mise en évidence de ses caractéristiques sur le plan des paysages et de l'agriculture, de l'architecture, de la vie culturelle, etc.)</li> </ul>
<b>GRAMMAIRE</b>	<ul style="list-style-type: none"> <li>▶ Les pronoms sujets</li> <li>▶ Les pronoms de reprise</li> </ul>	<ul style="list-style-type: none"> <li>▶ La classe et le rôle des mots</li> <li>▶ Les phrases simples et les phrases complexes</li> </ul>
<b>CONJUGAISON</b>	<ul style="list-style-type: none"> <li>▶ Le conditionnel et son emploi</li> <li>▶ Les temps simples et les temps composés</li> </ul>	<ul style="list-style-type: none"> <li>▶ Les verbes fréquents aux temps étudiés</li> <li>▶ Concordance des temps</li> </ul>
<b>ORTHOGRAPHE</b>	<ul style="list-style-type: none"> <li>▶ L'infinitif et le participe passé</li> <li>▶ Le son [e] à la fin d'un verbe</li> <li>▶ L'accord de l'adj. attribut et du participe passé employés avec être</li> </ul>	<ul style="list-style-type: none"> <li>▶ Les homophones c'est/s'est et c'était/s'était</li> </ul>
<b>VOCABULAIRE</b>	<ul style="list-style-type: none"> <li>▶ Les homophones lexicaux</li> <li>▶ Les registres de langue</li> </ul>	<ul style="list-style-type: none"> <li>▶ Les origines latines et grecques des mots</li> </ul>

\* Lecture suivie

° Lecture autonome

\*\* Une partie des sujets de rédaction est en lien avec les lectures suivies.

L'expression orale est particulièrement travaillée dans la partie lecture.

NB. La mémorisation de cinq à huit poèmes est programmée sur l'année.

# FRENCH B

## Programme

At the end of Year 6, the objective is to reach at least the level of A2 from the Common European Framework of Reference for Language. The students will be developing the four skills of listening, speaking, reading, and writing while discovering various themes and topics related to Art, Science, and Geography in a stimulating and engaging context. As a framework, we will be using a textbook entitled Les Loustics 6. Half of the year's communication goals are inspired by the textbook Les Loustics, the other half is intricately linked to our everyday life as LCIS community members, in a series of topics created by the teachers; project-based learning is a fun way for the students to assimilate and demonstrate what they learn. We also use the DELF standardised tests regularly each term to measure our students' attainment and progress against the Common European Framework Reference for Languages.

Outlined below is an overview of the themes and the skills, which will be introduced this year.

ADDITIONAL TOPICS	LES LOUSTICS
Me and others	Magritte's world
Winter around the world	Story telling
A perfect world	The future will tell...

## UNITS:

	ME AND OTHERS / MAGRITTE'S WORLD	
COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>▶ Talk about 'who I am' in detail</li> <li>▶ Describe the people you know</li> <li>▶ Describe where you see yourself 20 from now</li> <li>▶ Talk about your past experience in the different country(ies) where you lived or visit</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand and talk about a famous person through his biography</li> <li>▶ Tell if you've been somewhere before</li> <li>▶ Be able to communicate to make a purchase in a shop and ask the price of an item</li> <li>▶ Create and participate in a survey and give your opinion</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>▶ Use the questions: Comment est ....? Est ce qu'il / elle est ...? Comment seras tu dans 20 ans?</li> <li>▶ Use the future and conditional tenses</li> <li>▶ Revise the comparison words: plus que / moins que / autant que</li> <li>▶ Use the past perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use the questions: Tu es déjà allé? Tu es déjà venu?</li> <li>▶ Use the structures: je suis déjà /je ne suis jamais</li> <li>▶ Revise the question: ça fait combien?</li> <li>▶ The past tense of the verbs: faire, coûter, venir, aller</li> </ul>

NB: We will be studying a variety of books, songs and poems linked to each theme throughout the term.

A PERFECT WORLD / STORY TELLING		
COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>▶ Talk about what a sustainable environment looks like to you</li> <li>▶ Research and present the country in the world that follows the best eco-friendly model.</li> <li>▶ Create and describe your sustainable house and garden</li> </ul>	<ul style="list-style-type: none"> <li>▶ Be able to borrow a book from a library, ask for and give an opinion on a book.</li> <li>▶ Talk about people you know and tell their life stories</li> <li>▶ Understand and compare two stories, and explain which one you prefer and why</li> <li>▶ Create and tell your story</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>▶ Use the verbs: recycler, trier, respecter, consommer, réutiliser</li> <li>▶ Use the expressions: il faut / avoir besoin de / on doit</li> <li>▶ Introduce the questions: Qu'est ce que l'écologie selon toi ? À quoi ressembleraient ta maison et jardin écologiques? etc.</li> <li>▶ Use the conditional tense</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use the verbs: préférer, aimer, connaître</li> <li>▶ Use the structures: j'aimerais/ je le,la,les connais/ je préfère parce que, car...</li> <li>▶ Introduce the questions: Tu le,la,les connais? Qu'est-ce que tu préfères?</li> <li>▶ Use the conditional tense and the past tense</li> </ul>

NB: We will be studying a variety of books, songs and poems linked to each theme throughout the term.

HOLIDAYS / THE FUTURE WILL TELL...		
COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>▶ Describe the different kind of holidays you can have nowadays</li> <li>▶ Express your preferred type of holidays and explain why</li> <li>▶ Plan the best and the worst holidays</li> <li>▶ Say what your holiday plans are for the summer</li> </ul>	<ul style="list-style-type: none"> <li>▶ Talk about different jobs and say what job you want to do in the future</li> <li>▶ Talking about the veterinary profession</li> <li>▶ Be able to describe an animal and talk about a favourite animal</li> <li>▶ Talk about future holidays and different activities</li> <li>▶ Talk about tourism and your passions while travelling</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>▶ Application of all grammar points seen in the last 5 years</li> <li>▶ Use the 3 tenses: past, present and future</li> <li>▶ Be able to self-assess one's oral and written production</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use the 3 tenses, past, present and future with the verbs: faire, être, avoir, aller, vouloir...</li> <li>▶ Use of structure: Quand je serai grand(e), je serais.../La semaine prochaine, le mois prochain, dans quelques temps...je ferai...</li> <li>▶ Introduce the questions: Quel métier aimerais-tu faire? Quel est ton animal préféré ? Comment est cet animal? Que vas-tu faire ...?</li> </ul>

NB: We will be studying a variety of books, songs and poems linked to each theme throughout the term.





# GERMAN B

## Programme

German is one of Switzerland's four official languages. As such, we recognise the importance of offering it as a Foreign Language 'B' course. This programme is a continuation of the work introduced in Year 5 and is a foreign language option in our secondary school section. It is intended for students who are already proficient in French. As a framework, the student will continue, from Year 5, to work through the textbook series called 'Beste Freunde'.

In Year 6, students will develop the four language skills of listening, reading, writing and speaking, and apply their knowledge in various situations. The course provides a systematic development of vocabulary and grammar in the target language. The choice of topics and situations is guided by the guidelines of the Common European Framework of Reference for Languages. This way, we will ensure a smooth transition of students into Lower Secondary, where they will continue in their language progress working with the same book series and achieve the language levels needed for their further studies in IGCSE, IB or later at the university in German speaking area.

Modul Laura (Units 0-4)

Modul Simon (Units 5-7)

Modul Anna (Units 8-9)

## UNITS:

### MODUL LAURA (UNITS 0-4)

#### COMMUNICATION GOALS

- ▶ Greet somebody / say goodbye
- ▶ Express their opinion
- ▶ Ask about the name
- ▶ Say, that they don't know about something
- ▶ Introduce themselves or somebody
- ▶ Name their home country and place of living
- ▶ Say, what they do
- ▶ Say, what they like / don't like to do
- ▶ Make a suggestion, accept or reject it
- ▶ Describe, what they like doing with friends
- ▶ Say, where a place is
- ▶ Ask somebody how they are doing
- ▶ Talk about their timetable and plans
- ▶ Talk about their language skills
- ▶ Answering questions positively and negatively

<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>▶ Nouns and articles in nominative</li> <li>▶ Regular verbs - ich und du forms</li> <li>▶ Prepositions aus/in + city, country</li> <li>▶ Regular verbs: other forms + plural</li> <li>▶ Verbs sein and haben</li> <li>▶ Verb position in the sentence</li> <li>▶ Subject position in the sentence</li> <li>▶ W - questions and yes / no questions</li> <li>▶ Negation with nicht</li> <li>▶ Answers with doch</li> <li>▶ Preposition am + days</li> </ul>
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>▶ Revision of Y5: introduction, calendar, number, colours etc.</li> <li>▶ Furniture, sport items, free time activities</li> <li>▶ Sports, music, countries</li> <li>▶ School subjects, languages</li> </ul>

**MODUL SIMON (UNITS 5-7)**

<b>COMMUNICATION GOALS</b>	<ul style="list-style-type: none"> <li>▶ Name items / people</li> <li>▶ Express their wishes</li> <li>▶ Make appointments</li> <li>▶ Create suggestions</li> <li>▶ Define time information</li> <li>▶ Speak about their family</li> <li>▶ Describe people</li> <li>▶ Talk about professions</li> <li>▶ Create assumptions</li> <li>▶ Say, where they come from</li> </ul>
<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>▶ Definite articles der, die, das</li> <li>▶ Indefinite articles ein, eine, ein</li> <li>▶ Accusative case</li> <li>▶ Verbs with accusative</li> <li>▶ Sentence bracket with modal verbs</li> <li>▶ Modal verbs möchten, können, müssen,</li> <li>▶ Preposition am with times of the day; um with the time</li> <li>▶ Possessive pronouns in singular (mein, dein)</li> <li>▶ Genitive case with names</li> <li>▶ Preposition aus + countries</li> <li>▶ Negative article kein in nominative and accusative</li> </ul>
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>▶ School items</li> <li>▶ Arrangements</li> <li>▶ Free times activities / hobbies</li> <li>▶ Time and calendar</li> <li>▶ Family members</li> <li>▶ Professions</li> <li>▶ Countries</li> </ul>

MODUL ANNA (UNITS 8-9)	
COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>▶ Can say what they like/don't like to eat and drink</li> <li>▶ Communicate in formal way (Sie-form), greet people in polite way</li> <li>▶ Ask about the price</li> <li>▶ Lead a dialogue while groceries shopping</li> <li>▶ Apologise</li> <li>▶ Describe their day</li> <li>▶ Define the time information</li> <li>▶ Express surprise</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>▶ Irregular verbs in present tense</li> <li>▶ Separable verbs in the present tense</li> <li>▶ Possessive pronouns: sein, ihr</li> <li>▶ Prepositions: von, bis</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>▶ Food and drinks</li> <li>▶ Shopping groceries</li> <li>▶ Day routines</li> </ul>

# PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

## Scheme of Learning

Our PSHE education programme has been developed to support our students to thrive in a time of rapid change by addressing their social, emotional, physical, cultural and moral needs. In line with UK guidelines, our programme focuses on three core themes:

- ▶ Health and Wellbeing
- ▶ Relationships
- ▶ Living in the Wider World

Students have the opportunity to explore their attitudes, values and beliefs around these core themes and to develop the skills, language and strategies necessary to manage the challenges they encounter in their daily lives.

PSHE is taught from Year 1 to Year 6 as a stand-alone lesson and is also woven into the school day, such as during registration and circle time, or discussions after breaks. The programme 'Jigsaw' offers a structure to our PSHE lessons, whilst sessions of mindfulness and yoga, in addition to focus weeks and social communication complement our wellbeing scheme of learning.

In addition to the core themes taught through Jigsaw, Year 6 students will also participate in a series of health and wellbeing sessions which introduce and explain puberty. The sessions will take place in the Summer Term. Details of the programme will be shared with parents in the Autumn Term.

Being Me In My World	Celebrating Differences (including anti-bullying)
Changing Me	Relationships
Healthy Me	Dreams and Goals

	Health and Wellbeing	Relationships	Living in the Wider World
GENERAL DESCRIPTION	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>▶ the importance of personal hygiene</li> <li>▶ the physical differences between boys and girls</li> <li>▶ road safety, cycle safety and online safety</li> <li>▶ people who help us</li> <li>▶ how to talk about their feelings</li> <li>▶ the benefits of physical activity.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>▶ recognise that their behaviour can affect other people</li> <li>▶ listen to other people and work and play cooperatively</li> <li>▶ identify special people in their lives (parents, siblings, friends) and how they should care for each other</li> <li>▶ distinguish what physical contact is acceptable and what to do if they're being bullied.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>▶ how to make and follow group, class and school rule</li> <li>▶ what protects and harms the environment</li> <li>▶ how to make choices about spending or saving money</li> <li>▶ ways in which we are all unique and the things we have in common</li> <li>▶ about basic human rights; and to respect national, regional, religious and ethnic identities.</li> </ul>

## OVER-ARCHING OBJECTIVES

Children will learn about:

- ▶ What is meant by a healthy lifestyle
- ▶ How to maintain physical, mental and emotional health and wellbeing
- ▶ How to manage risks to physical and emotional health and wellbeing
- ▶ Ways of keeping physically and emotionally safe
- ▶ How to manage change, transition and loss
- ▶ How to make informed choices about health and wellbeing, and where to get help with this
- ▶ How to respond in an emergency
- ▶ To identify different influences on health and wellbeing

Children will learn to:

- ▶ How to develop and maintain a variety of relationships, within a range of social and cultural contexts
- ▶ How to recognise and manage emotions within relationships
- ▶ How to respond to risky or negative relationships, including bullying and abuse
- ▶ How to respond to risky or negative relationships and ask for help
- ▶ How to respect equality and diversity in relationships

Children will learn:

- ▶ About respect for themselves and others, and the importance of responsible actions and behaviour
- ▶ About rights and responsibilities as members of families, other groups and citizens
- ▶ About different groups and communities
- ▶ To respect equality and diversity, and how to be a productive member of a diverse community
- ▶ About the importance of respecting and protecting the environment
- ▶ About where money comes from, keeping it safe, and the importance of managing it effectively
- ▶ The part that money plays in people's lives



# PHYSICAL EDUCATION (PE)

## Scheme of Learning

During Lower Key Stage 2 Physical Education, students will continue to apply and develop a broader range of skills and learning how to use them in different ways to make actions and sequences of movement more efficient. Students will be taught to enjoy communicating, collaborating and competing with each other. Students will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### UNITS:

- Cross-Country and Fitness
- Invasion Games
- Ski Camp
- Net Games
- Gymnastics and Parkour
- Striking and Fielding Activities
- Athletics
- Sports Day

### Cross-Country and Fitness

#### Explaining the Theme

In this curriculum unit, students will embark on an exciting journey through the realms of cross-country running and fitness. Through tailored activities and engaging sessions, students will delve into the intricacies of endurance running and the principles of physical fitness. In this unit, students will not only develop their physical fitness and endurance but also cultivate important life skills such as self-discipline, and a positive attitude towards exercise. This unit will lay the foundations of health and well-being.

In this unit, students will develop their ability to:

- ▶ Enhance cardiovascular endurance and experience the demands of cross country running
- ▶ Develop knowledge of components of fitness and fitness testing
- ▶ Understand and identify their fitness strengths and weaknesses
- ▶ Embrace the enjoyment of running and engage in fitness challenges.

### Invasion Games

#### Explaining the Theme

In this unit, students will focus on improving and applying basic skills for a variety of invasion games. In all games activities, students will think about how to use tactics and strategies to outwit the opposition. They will learn to plan basic principles of attack and make informed decisions during small-sided games. Students will also be taught to understand the effect of exercise and develop an attitude of fair play, sportsmanship and enjoyment.

In this unit, students will develop their ability to:

- ▶ Move with efficiency and control and apply individual skills to a game
- ▶ Apply tactics and strategies to attacking and defending situations
- ▶ Understand their individual role, strengths and weaknesses as part of a team
- ▶ Communicate effectively with their team.

## Ski Camp

### Explaining the Theme

In this unit students will take part in a residential ski and snowboard camp in the beautiful ski domain of the Portes du Soliel. Under the careful eye of our ski instructors and teachers, students will follow the LCIS Snowsports Award scheme and be taught in small groups of eight or less based on their ability. At the end of the week, they will be presented with their level and receive a booklet to record their achievement. In the evenings students will be involved in an exciting range of fun activities.

In this unit, students will develop their ability to:

- ▶ Perform specific skills related to our Snowsports award scheme
- ▶ Replicate accurate movements requiring control and agility on the snow
- ▶ Understand the safety considerations which must be followed when on ski slopes
- ▶ Develop the resilience and independence associated with being away from home.

## Net Games

### Explaining the Theme

In net games activities, students will think about the use of strategies to outwit opponents. Focus on improving the skills of sending, receiving, positioning and accuracy. Students will be required to make informed decisions during games and simplified versions of competitive activities. Students will also continue to understand the effect of exercise and develop an attitude of fair play and enjoyment.

In this unit, students will develop their ability to:

- ▶ Develop their tactical knowledge and understanding of net games
- ▶ Use hand-eye and racquet eye coordination to perform individual skills more efficiently
- ▶ Understand the common tactical and strategical demands of net games
- ▶ Understand their personal strengths and areas of weakness in their performance.

## Gymnastics and Parkour

### Explaining the Theme

Students will demonstrate and consolidate the basic actions of travelling, jumping and landing, transferring of weight, balancing, rolling and turning both on the floor and when using apparatus. Students will incorporate control, levels and aesthetics into individual and group sequences showing creativity. Students will evaluate and assess movements to improve sequences. Students should learn how to erect and dismantle apparatus safely.

In this unit, students will develop their ability to:

- ▶ Move efficiently and with control in individual skills and whilst transitioning between skills
- ▶ Recognise the strengths and weaknesses of their own and others' performances
- ▶ Choreograph routines which show good use of space, variety and levels
- ▶ Understand the physical demands of different gymnastics activities.

## Striking and Fielding Games

### Explaining the Theme

Students will develop the range and consistency of their sending, receiving, batting and bowling skills, especially in specific striking and fielding games such as rounders, cricket, softball and Danish long ball. Students will work on quality of replication with the intention of outwitting opponents. Students will learn to implement simple tactics to form an attacking and defending principle when both batting or fielding. Students will continue to develop an attitude of fair play, sportsmanship and enjoyment.

In this unit, students will develop their ability to:

- ▶ Replicate efficient movements associated with bowling, batting and fielding
- ▶ Develop an understanding of the common rules associated with striking and fielding games
- ▶ Understand scoring systems and apply tactics according to the scoring systems of the game
- ▶ Understand personal strengths and how these relate to their place within the fielding and batting team
- ▶ Understand the common rules associated with striking and fielding games.

## Athletics

### Explaining the Theme

In this unit students will learn to accurately replicate and use running, jumping and throwing skills both singly and in combination. Students will take part in challenges and competitions that require precision, speed and stamina. In all athletic activities, students will engage in performing and improving their skills, measuring and comparing times and distances. Students will also develop a deeper knowledge of the type of fitness needed for each event.

In this unit, students will develop their ability to:

- ▶ Perform athletic events with efficiency, fluency and control
- ▶ Understand the athletics principles of faster, higher, further
- ▶ Develop an understanding of the different demands of athletics events
- ▶ Officiate and measure a variety of throwing, running and jumping events
- ▶ Understand the rules and regulations for throwing, running and jumping events.

## Sports Day

### Explaining the Theme

Students will focus on improving and applying basic skills in a variety of competitive games and activities in preparation for sports day. In all games activities, students will think about how to use tactics and strategies to attack the opposition. They will learn to plan basic principles of play and make informed decisions during small-sided games. Students will continue to understand the effect of exercise and develop an attitude of fair play, sportsmanship and enjoyment. Students will compare and contrast a variety of games and look for similarities in the principles of play.

In this unit, students will develop their ability to:

- ▶ Understand the origins of a variety of global games
- ▶ Compare and contrast the principles of play across different games
- ▶ Perform individual skills with efficiency and control and learn how to apply these skills in a game
- ▶ Communicate clearly and effectively with the opposition and teammates
- ▶ Play fairly within the rules and understand the concepts of fair play and sportsmanship.





# MUSIC

## Scheme of Learning

Music has a rare and unique ability to bring us all together as a community. It is part of the everyday fabric of our lives. In Year 6 Music, our students will be supported in their musical progression as they develop further their understanding of the subject through whole-class piano teaching, ensemble singing, composition and the study of academic music theory. Students will discover new styles of musical composition, from Baroque melodic scale shapes and sequences, to developing textural changes in Film scores. Their musical educational development will be supported further by accessing our Juilliard Creative Classroom partnership which will enhance their musical experience as they broaden and deepen their knowledge and love of music.

By the end of Year 6, students will be the equivalent of **Grade 1 ABRSM Theory Level**. In addition to consolidating their knowledge of clefs, rhythm and basic intervals, students will learn about major key signatures, major and minor intervals and tonic triads.

<b>The Baroque Period: 1600-1750</b>	A study of Bach's Melodic Contours	Skills: Piano, Music Theory and Sight-Singing
<b>Music For Film</b>	An Exploration of the Elements of Music through Film	Skills: Composition, Music Theory and Appraising
<b>World Music</b>	A study of African Vocal Music	Skills: Harmony Singing and Music Theory

## UNITS:

### The Baroque Period: 1600-1750

#### A study of Bach's Melodic Contours

#### Explaining the Theme

In this unit, students will explore the work of Johann Sebastian Bach, as they delve into an analysis of the scalar shapes found in his famous Cello Suites. Students will further develop their piano skills as we learn to play Bach's Bouree in A minor in our Piano Suite. They will then move on to look at sequences in composition.

Students will:

- ▶ Develop their finger dexterity and co-ordination of hands on the piano
- ▶ Compose an 8-bar melody line in a major key utilising compositional and harmonic devices such as sequences and simple cadences
- ▶ Discover ornamentation and the effect it can have when decorating a melody
- ▶ Consider the "Artist as a Soloist" as they explore the Juilliard Core Work content

### Performance / Composition / Theory and Appraising

Students will perform a solo performance of Bach's Bouree and focus developing their accuracy, fluency and musicality. They will also complete a short sight-reading, exploring melodic contours, to develop accuracy in reading the notes and holding pitch vocally.

Throughout the unit, students will continue to build upon their theory knowledge. They will further develop in the following core content:

- ▶ Treble and bass clef notes
- ▶ Rhythmic notation (beats and rests)
- ▶ Major key signatures and scales
- ▶ Italian terms for dynamics and tempo
- ▶ Ornaments (turns, trills, mordents and acciaccaturas)
- ▶ Instruments of the orchestra

### Music for Film

#### An Exploration of the Elements of Music through Film

#### Explaining the Theme

In this unit, students will explore Film Music and look at how suspense and emotion can be created and evoked using simple compositional devices. We will take a class trip to Vevey to visit the Charlie Chaplin Museum before learning about his contribution to film and music. All students will then use industry standard software in our Mac Suite to compose the soundtrack to a short clip from Charlie Chaplin's *The Lion's Cage* film. We will screen these in the theatre for our school community at the end of the project.

Students will:

- ▶ Learn about the thirteen elements of music that are used to compose effectively
- ▶ Complete short skill-based activities on Logic Pro X to gain the ability to navigate the software and equipment
- ▶ Begin to understand how knowledge of major keys and relative minors can be practically applied to composition
- ▶ Compose a short film score to accompany a clip from *The Lion's Cage* and present their final piece/process

### Performance / Composition / Theory and Appraising

Students will all complete a peer task on Logic where they have to demonstrate the ability to build a three-part texture (held chord, rhythmic pattern and melodic line) in both a major and minor key. They will work in pairs to create their final composition.

Throughout the unit, students will continue to build upon their theory knowledge. They will further develop in the following core content:

- ▶ Treble and bass clef notes
- ▶ Rhythmic notation (beats and rests)
- ▶ Major key signatures and scales
- ▶ Italian terms for dynamics and tempo
- ▶ Instruments of the orchestra
- ▶ Relative minor keys
- ▶ The elements of music

## World Music

### A study of African Vocal Music

#### Explaining the Theme

In this unit, students will take a musical journey to Africa as we discover the musical traditions of other cultures. Students will develop their ensemble singing as we learn to sing a Nigerian Church Song in 3-part harmony. We will then combine our vocal performance with a djembe drum accompaniment for a final recorded performance.

Students will:

- ▶ Learn about African culture and musical traditions
- ▶ Develop their musical ear and ability to tune notes accurately by completing pitch games and practicing holding 3-note chords (major and minor) in small groups
- ▶ Learn to sing either the Soprano, Alto or Alto 2 line of Gumama
- ▶ Practice reading vocal music from scores to become more musically literate
- ▶ Learn to play the djembe in a polyrhythmic texture in an ensemble using call and response
- ▶ Discover Chants Du Bergham from Senegal, as they explore the Juilliard Core Work content

#### Performance / Pitch / Theory and Appraising

Students will all develop their ability to hold their own line in a three-part homophonic vocal texture. They will then work on a class ensemble performance that they will present to their peers and teachers.

Throughout the unit, students will continue to build upon their theory knowledge. They will further develop in the following core content:

- ▶ Treble and bass clef notes
- ▶ Rhythmic notation (beats and rests)
- ▶ Major key signatures and scales
- ▶ Italian terms
- ▶ Ornaments
- ▶ Instruments of the orchestra
- ▶ Relative minor keys
- ▶ The elements of music



# DRAMA

## Scheme of Learning

In Drama lessons, students are given opportunities to explore, discuss and deal with a range of scenarios, and express their emotions in a supportive environment. It enables them to explore their own cultural values and those of others, past and present. It encourages them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, students are encouraged to take responsible roles and make choices – to participate in and guide their own learning. Using the Juilliard approach, teachers take an open-ended approach, concentrating on the process of learning, at least as much as – if not more than – the product.

Personal and Social Development	Performance
Creative Exploration and Expression	Technical Incorporation
Drama in Society	Reflection, Evaluation, and Appreciation

### UNITS:

#### Personal and Social Development

##### Explaining the Theme

In this unit, students will develop their ability to:

- ▶ understand and maintain appropriate behaviours in drama
- ▶ work to enhance the creative ideas and performances of others
- ▶ exhibit increasing self-confidence in both formal and informal performances.

Supported by Juilliard Core Unit: 'Stop Copying Me!'

#### Performance

##### Explaining the Theme

In this unit, students will develop their ability to:

- ▶ maintain an appropriate stage presence
- ▶ use performance as a problem-solving tool
- ▶ choose and use numerous formats and performance types appropriately, for example, polished musical versus improvised mime
- ▶ use persuasive techniques in body language and facial expression
- ▶ improvise sequentially, freely and immediately with confidence and imagination.

Supported by Juilliard Core Unit: 'The Size of the Bubble'

## Creative Exploration and Expression

### Explaining the Theme

In this unit, students will develop their ability to:

- ▶ express and explore feelings and emotions, including those of others, through role play
- ▶ use a variety of materials to convey location and character symbolically
- ▶ recognise the value of individual creative thought and make suggestions to develop it further
- ▶ script an original story and follow through to production
- ▶ find appropriate ways to take action through the performing arts.

Supported by Julliard Core Unit: 'Hyperbolic Imagery'

## Technical Incorporation

### Explaining the Theme

In this unit, students will develop their ability to:

- ▶ perform using a series of props, sets, costumes and make-up
- ▶ portray a character using special effects such as make-up, wigs and costumes
- ▶ understand the importance of appropriately incorporating props, set, make-up, costume, sound and lighting into a production
- ▶ write a script using plot, tension, climax and resolution and follow through to production
- ▶ play a character within a production with confidence, memorizing lines and complex stage directions.

Supported by Julliard Core Unit: 'Doing One Thing at a Time'

## Drama in Society

### Explaining the Theme

In this unit, students will develop their ability to:

- ▶ experience a wide variety of live performances
- ▶ recognise varying cultural perspectives and how they are expressed through drama
- ▶ identify and communicate with local community theatre groups
- ▶ understand and appreciate some of the varied roles of theatre practitioners and interview, research and write about careers within the performing arts.

Supported by Julliard Core Unit: 'Walking This Way'

## Reflection, Evaluation and Appreciation

### Explaining the Theme

In this unit, students will develop their ability to:

- ▶ discuss performance and presentation experiences, to identify what has been effective and what needs to be developed, paying attention to what worked well, and why
- ▶ develop rubrics and checklists for self-, peer and group assessments.

Supported by Julliard Core Unit: 'Levels and Focus'

# INTERNATIONAL COLLABORATIONS

We educate your child for a changing world. We collaborate with pioneering institutions such as MIT and Juilliard, developing programmes that will give them the skills, qualities and outlook to create their own exciting future.

JUILLIARD	MIT	GLOBAL CAMPUS
<p>Founded in 1905, The Juilliard School is a world leader in performing arts education.</p> <p>In collaboration with The Juilliard School, we aim to transform your child's understanding of the Performing Arts in Music, Drama and Dance. Students will discover iconic works, and their creativity and collaborative skills will flourish with help from a worldwide network of performers and teachers.</p>	<p>MIT (Massachusetts Institute of Technology) has played a key role in the development of modern technology and science, ranking it among the most prestigious academic institutions in the world.</p> <p>Students will tackle challenges and workshops created by MIT experts, and develop skills that will help them invent the future. This practical, hands-on programme will open your child's eyes to the possibilities of science, technology, engineering, arts and mathematics.</p>	<p>Our Global Campus platform brings together online students from different countries and cultures, and encourages them to collaborate, create and learn.</p> <p>With more than 70 international schools in the Nord Anglia family, the world is at your child's doorstep.</p>



# APPENDIX 1: ENGLISH GRAMMAR TERMINOLOGY

## EXPANDED NOUN PHRASES

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

The scary monster

The dinosaur had sharp teeth.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

An enormous, menacing monster in the mouth of a dark cave.

## TENSE

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

**PAST SIMPLE** – the action took place in the past and is now finished.

I walked to my friend's house.

**PAST PROGRESSIVE** – the action took place in the past over a period of time.

I was walking to my friend's house.

**PAST PERFECT** – the action was completed by a particular point in the past

I had walked to my friend's house.

**PRESENT SIMPLE** – the action takes place regularly.

I walk to my friend's house.

**PRESENT PROGRESSIVE** – the action is taking place now.

I am walking to my friend's house.

**PRESENT PERFECT** – the action is now completed.

I have walked to my friend's house.

The future tense also exists and explains that events have not happened yet but will happen soon or in the future.

## SENTENCE TYPES

**STATEMENT** – tells the reader something.

Tigers have sharp teeth.

**COMMAND** – tells you to do something.

Go and look at the tiger.

**QUESTION** – gains further information by asking something.

Did you see the tiger at the zoo?

**EXCLAMATION** – makes a statement but is usually said with a strong emotion such as anger or surprise.

What sharp teeth the tiger had!

## RELATIVE CLAUSES AND RELATIVE PRONOUNS

A **relative clause** is a specific type of subordinate clause that adapts, describes or modifies a noun. They add information to sentences by using a **relative pronoun** (who, that, which, when, where, whose, whom).

The book, which is very popular with the class, is unavailable in the school library.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

An enormous, menacing monster in the mouth of a dark cave.

## CO-ORDINATING CONJUNCTIONS

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence. There are many co-ordinating conjunctions but some of the main ones can be remembered using the acronym **FANBOYS**.

<b>F</b>	for	I like swimming <u>and</u> my brother likes football.  We might go to the cinema <u>or</u> we could go to the funfair.  I want to wear my sunhat <u>but</u> it is raining.
<b>A</b>	and	
<b>N</b>	nor	
<b>B</b>	but	
<b>O</b>	or	
<b>Y</b>	yet	
<b>S</b>	so	

## SUBORDINATING CONJUNCTIONS

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own). There are many subordinating conjunctions but some of the main ones can be remembered using the acronym **A WHITE BUS**.

<b>A</b>	although, after, as	We couldn't do PE today <u>because</u> it was raining.  <u>When</u> playtime was over, the teacher rang the bell.  Make sure you wear your coat <u>if</u> it gets too cold.  We wanted to eat the cake <u>that</u> my mum made yesterday.
<b>WH</b>	when	
<b>I</b>	if	
<b>T</b>	that	
<b>E</b>	even though	
<b>B</b>	because	
<b>U</b>	until, unless	
<b>S</b>	since	

## ADVERBS AND FRONTED ADVERBIALS

**ADVERBS** give you more information about a verb. They tell you where, why, how or when something happens or is done and can be remembered using the acronym **TRAMP**.

<b>T</b> – time (when)	<b>R</b> – reason (why)	<b>M</b> – manner (how)	<b>P</b> – place (where)
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Please make sure that you come home soon. (time)

The dog greedily ate its dinner. (manner)

**FRONTED ADVERBIALS** are words or phrases at the beginning of a sentence, used to describe the action that follows.

As fast as he could, the little boy sprinted for the finishing line.

## SUBJECTIVE FORM

The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions.

I wish I were able to fly.

I suggest you take an umbrella with you.

## MODAL VERBS

A modal verb is a special type of verb which changes or affects other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission.  
Examples: will, must, should, would, could, might, ought to, can.

You must brush your teeth at least twice a day.

He could decide whether to do his homework now or later.

## ACTIVE AND PASSIVE VOICE

A sentence is written in the active voice when the subject of the sentence is performing the action. A sentence is written in the passive voice when the subject of the sentence has something done to it by someone or something.

Active voice = The cat chased the mouse.

Passive voice = The mouse was chased by the cat.



# APPENDIX 2: YEAR 6 LONG TERM PLAN 2025-2026

AUTUMN TERM – 15 Weeks																	
	Aug			September			October			November			December				
	18 <sup>th</sup>	25 <sup>th</sup>	1 <sup>st</sup>	8 <sup>th</sup>	15 <sup>th</sup>	22 <sup>nd</sup>	29 <sup>th</sup>	6 <sup>th</sup>	13 <sup>th</sup>	20 <sup>th</sup>	27 <sup>th</sup>	3 <sup>rd</sup>	10 <sup>th</sup>	17 <sup>th</sup>	24 <sup>th</sup>	1 <sup>st</sup>	8 <sup>th</sup>
<b>Maths</b>	Block 1	Block 2	Block 3	Block 3	Block 3	Block 3	Block 3	Block 3	Block 3	Block 3	Block 3	Block 4	Block 5	Block 6	Block 6	Block 6	Block 6
<b>English</b>	Grammar & Revision	Paradise Sands (Fiction Utopian vs. Dystopia)	The Promise	The Promise	The Promise	The Promise	The Promise	The Promise	The Promise	The Promise	The Promise	Suffragettes (NF - Persuasive)	Suffragettes (NF - Persuasive)	Suffragettes (NF - Persuasive)	Suffragettes (NF - Persuasive)	The Snowman	The Snowman
<b>IPC</b>	Brainwave - Metacognition	The Holiday Show	The Holiday Show	The Holiday Show	The Holiday Show	The Holiday Show	The Holiday Show	The Holiday Show	The Holiday Show	The Holiday Show	The Holiday Show	Champions for Change	Champions for Change	Champions for Change	Champions for Change	Champions for Change	Champions for Change
<b>Art / DT</b>	Emotional Art	Mark Making (Pencil Use)	Watercolour Painting (Landscapes)	Watercolour Painting (Landscapes)	Watercolour Painting (Landscapes)	Watercolour Painting (Landscapes)	Watercolour Painting (Landscapes)	Watercolour Painting (Landscapes)	Watercolour Painting (Landscapes)	Watercolour Painting (Landscapes)	Watercolour Painting (Landscapes)	Artist Study - Modigliani	Artist Study - Modigliani	Portraits of Significant People	Portraits of Significant People	Portraits of Significant People	Portraits of Significant People
<b>French A</b>	Grammaire et révisions - Ecrits persuasifs - Le chat qui parlait malgré lui	Grammaire et révisions - Ecrits persuasifs - Le chat qui parlait malgré lui	Grammaire et révisions - Ecrits persuasifs - Le chat qui parlait malgré lui	Grammaire et révisions - Ecrits persuasifs - Le chat qui parlait malgré lui	Grammaire et révisions - Ecrits persuasifs - Le chat qui parlait malgré lui	Grammaire et révisions - Ecrits persuasifs - Le chat qui parlait malgré lui	Grammaire et révisions - Ecrits persuasifs - Le chat qui parlait malgré lui	Grammaire et révisions - Ecrits persuasifs - Le chat qui parlait malgré lui	Grammaire et révisions - Ecrits persuasifs - Le chat qui parlait malgré lui	Grammaire et révisions - Ecrits persuasifs - Le chat qui parlait malgré lui	Grammaire et révisions - Ecrits persuasifs - Le chat qui parlait malgré lui	Le roman: Momo prince des Bleuets Thème : L'amitié - Le récit au futur	Le roman: Momo prince des Bleuets Thème : L'amitié - Le récit au futur	Le roman: Momo prince des Bleuets Thème : L'amitié - Le récit au futur	Le roman: Momo prince des Bleuets Thème : L'amitié - Le récit au futur	Le roman: Momo prince des Bleuets Thème : L'amitié - Le récit au futur	Le roman: Momo prince des Bleuets Thème : L'amitié - Le récit au futur
<b>French B</b>	Révisions + Au pays de Magritte	Révisions + Au pays de Magritte	Révisions + Au pays de Magritte	Révisions + Au pays de Magritte	Révisions + Au pays de Magritte	Révisions + Au pays de Magritte	Révisions + Au pays de Magritte	Révisions + Au pays de Magritte	Révisions + Au pays de Magritte	Révisions + Au pays de Magritte	Révisions + Au pays de Magritte	Toute une histoire	Toute une histoire	Toute une histoire	Toute une histoire	Toute une histoire	Toute une histoire
<b>German</b>	Wiederholung	Hallo!	Und wer bist du?	Laura klettert gern	Laura klettert gern	Laura klettert gern	Laura klettert gern	Laura klettert gern	Laura klettert gern	Laura klettert gern	Laura klettert gern	Das machen Freunde zusammen	Das machen Freunde zusammen	Simon liebt Informatik	Simon liebt Informatik	Simon liebt Informatik	Simon liebt Informatik
<b>Drama</b>	Personal and Social Development *Stop Copying Mei*	Personal and Social Development *Stop Copying Mei*	Personal and Social Development *Stop Copying Mei*	Personal and Social Development *Stop Copying Mei*	Personal and Social Development *Stop Copying Mei*	Personal and Social Development *Stop Copying Mei*	Personal and Social Development *Stop Copying Mei*	Personal and Social Development *Stop Copying Mei*	Personal and Social Development *Stop Copying Mei*	Personal and Social Development *Stop Copying Mei*	Personal and Social Development *Stop Copying Mei*	Performance *The Size of the Bubble*	Performance *The Size of the Bubble*	Performance *The Size of the Bubble*	Performance *The Size of the Bubble*	Performance *The Size of the Bubble*	Performance *The Size of the Bubble*
<b>ICT</b>	Online Safety PM	Being Me in my World	Being Me in my World	Being Me in my World	Being Me in my World	Being Me in my World	Being Me in my World	Being Me in my World	Being Me in my World	Being Me in my World	Being Me in my World	Global Campus	Global Campus	Spreadsheets	Spreadsheets	Christmas Canva	Christmas Canva
<b>PSHE</b>	SAQ / Fitness / Cross Country	Invasion Games	Invasion Games	Invasion Games	Invasion Games	Invasion Games	Invasion Games	Invasion Games	Invasion Games	Invasion Games	Invasion Games	Celebrating Differences	Celebrating Differences	Celebrating Differences	Celebrating Differences	Celebrating Differences	Celebrating Differences
<b>PE</b>	Musically Literate	Piano Skills - Focus on Ornamentation, Accompaniment patterns	Piano Skills - Focus on Ornamentation, Accompaniment patterns	Piano Skills - Focus on Ornamentation, Accompaniment patterns	Piano Skills - Focus on Ornamentation, Accompaniment patterns	Piano Skills - Focus on Ornamentation, Accompaniment patterns	Piano Skills - Focus on Ornamentation, Accompaniment patterns	Piano Skills - Focus on Ornamentation, Accompaniment patterns	Piano Skills - Focus on Ornamentation, Accompaniment patterns	Piano Skills - Focus on Ornamentation, Accompaniment patterns	Piano Skills - Focus on Ornamentation, Accompaniment patterns	Invasion Games	Invasion Games	Winter Games	Winter Games	Winter Games	Winter Games
<b>Music</b>																	

Drama: \* \_\_\_\_\*: Julliard Drama Core Work

MATHS BLOCKS	
Block 1	Place Value
Block 2	Decimals (Term 2)
Block 3	Addition, Subtraction, Multiplication, Division
Block 4	A, S, M, D - Decimals (Term 2)
Block 5	Fractions A
Block 6	Fractions B

SPRING TERM – 12 Weeks											
	January			February			March				
	5 <sup>th</sup>	12 <sup>th</sup>	19 <sup>th</sup>	26 <sup>th</sup>	2 <sup>nd</sup>	9 <sup>th</sup>	16 <sup>th</sup>	23 <sup>rd</sup>	30 <sup>th</sup>		
<b>Maths</b>		Block 1	Block 2	Block 3	Half Term					Block 4	Block 5
<b>English</b>		Fantasy (Fiction)								The 3 Little Pigs Project (Journalistic Writing)	
<b>IPC</b>		Climate Control								Full Power!	
<b>Art / DT</b>		Artist Study - David Hockney								Recycled Art - Plastic Art & Eco Fashion	
<b>French A</b>		Debout sur un pied Thème : le récit de ruse - Le récit au passé								Histoire d'une mouette et du chat Thème: solidarité - tendresse et aventure - Le schéma narratif	
<b>French B</b>	Ski Week	Le futur a de l'avenir								Le voyage	
<b>German</b>		Ich brauche einen Kuli			Hast du Zeit?			Mein Bruder ist einfach super!			Was isst du gern?
<b>Drama</b>		Creative Exploration and Expression *Hyperbolic Imagery*								Technical incorporation *Doing One Thing at a Time*	
<b>ICT</b>		Artificial Intelligence + Future Technologies								Using IT for Presentations	
<b>PSHE</b>		Relationships								Changing Me	
<b>PE</b>		Net Games								Net Games	
<b>Music</b>		Elements of Music								Charlie Chaplin - Film Music	

Drama: \* \_\_\_\_\_ \*: Julliard Drama Core Work

MATHS BLOCKS	
Block 1	Converting Units
Block 2	Ratio
Block 3	Fractions, Decimals and Percentages
Block 4	Area, Perimeter and Volume
Block 5	Statistics

<b>SUMMER TERM – 9 Weeks</b>									
	April		May			June			
	20 <sup>th</sup>	27 <sup>th</sup>	4 <sup>th</sup>	11 <sup>th</sup>	18 <sup>th</sup>	25 <sup>th</sup>	1 <sup>st</sup>	8 <sup>th</sup>	15 <sup>th</sup>
<b>Maths</b>	Block 1		Block 2			Block 3		Themed Projects	
<b>English</b>	Boy at the Back of the Class (Fiction - Migration & Movement)		Night Mail			Here We Are			
<b>IPC</b>	Making New Materials		Building a Village						
<b>Art / DT</b>	Sculpture - Bug Hotel, Andy Goldsworthy								
<b>French A</b>	Diogène- Thème: la liberté - le courage - Améliorer ses écrits		Le poète vagabond - les écrits poétiques						
<b>French B</b>	Les histoires d'autrefois								
<b>German</b>	Was ist du?	Trinken wir einen Karibik-Coctail?	Wiederholung	Testwoche	Pufferwoche	Filmwoche			
<b>Drama</b>	Drama in Society *Walking This Way*		Accentuating Alliteration			Year 6 Graduation Prep			
<b>ICT</b>	Coding - Scratch					Coding - Robotics			
<b>PSHE</b>	Healthy Me					Hopes and Dreams			
<b>PE</b>	Fitness	Striking Games			House Games				
<b>Music</b>	Ensemble Music Making								

**Drama:** \* \_\_\_\_\_\*: Julliard Drama Core Work

<b>MATHS BLOCKS</b>	
Block 1	Algebra (Term 2)
Block 2	Shape
Block 3	Position and Direction



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