



BRITISH INTERNATIONAL SCHOOL
OF BOSTON
A NORD ANGLIA EDUCATION SCHOOL

GRADES 2-5 (YEAR GROUPS 3-6) CURRICULUM GUIDE

2023-24



YEAR 3 CURRICULUM GUIDE

Below is the curriculum overview for Year Three at the British International School of Boston. This is a broad summary of the main areas of learning that are covered in different curricular areas. We hope that it will help to inform and contextualize the learning taking place in Year Three. Our curriculum consists of three distinct areas. Literacy, Maths and the International Primary Curriculum, referred to as the IPC.

Area of Development and Learning	Learning Coverage of Aspects Your child will learn to:
Literacy	<p>Reading</p> <ul style="list-style-type: none"> • Apply knowledge of root words • Read words containing common prefixes • Read words containing common suffixes • Read Year 3/4 common exception words • Read fluently, understanding more sophisticated punctuation marks <p>Comprehension</p> <ul style="list-style-type: none"> • Listen to, discuss and express views on a wide range of fiction, poetry, plays, and non-fiction • Read books that are structured in different ways • Read for a range of purposes • Use dictionaries to check meanings • Recognize a wide range of books and retell them orally • Use intonation, tone, volume and action when performing or reading aloud • Discuss words and phrases that capture interest • Recognize different forms of poetry • Check the text makes sense to them, discuss their understanding and explain the meaning of words • Ask questions to improve their understanding of the text • Draw inferences and justify with evidence • Predict what might happen, and make predictions about characters • Identify main ideas and summarize • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussions about books <p>Writing & Composition</p> <ul style="list-style-type: none"> • Plan texts based on reading • Identify structures of different texts • Develop settings • Develop characters • Develop plots • Use powerful vocabulary • Organize paragraphs around a theme • Use headings and sub-headings • Edit for spelling, grammar and punctuation • Peer-assess and suggest improvements

	<ul style="list-style-type: none"> Edit and improve written work <p>Spelling</p> <ul style="list-style-type: none"> Use prefixes and suffixes effectively Spell homophones correctly Spell tricky high frequency words Use apostrophes for possessives Apply phonics and other spelling rules <p>Vocabulary, Punctuation and Grammar</p> <ul style="list-style-type: none"> Identify and use complex sentences using a range of conjunctions Use prepositions of place Use adverbs Punctuate direct speech Use present perfect and past perfect verb forms Use a or an <p>Handwriting</p> <ul style="list-style-type: none"> Join letters correctly Write legibly in cursive and consistently
Mathematics	<p>Number and Place Value</p> <ul style="list-style-type: none"> Recognize the place value of each digit in a 3-digit number; compare and order numbers up to 1000 Solve number and practical problems and explain their reasoning Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognize and use unit and non-unit fractions as shapes and numbers with small denominators Add and subtract fractions with the same denominator Compare and order fractions and recognize equivalent fractions <p>Calculation</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 3 digits using columnar method Solve problems involving addition and subtraction and missing numbers Recall and use multiplication and division facts for 2, 3, 4, 5, 8, 10 times tables Add and subtract mentally, including 3-digit calculations Use written methods to multiply and divide 2-digit numbers Solve division problems with remainders; round up or down <p>Measurement</p> <ul style="list-style-type: none"> Add and subtract amounts of money to give change, using \$ and cents Tell and write the time from an analogue and digital clock Measure and compare, add and subtract lengths (mm, cm, m), mass (g, kg) and capacity (l/ml) <p>Geometry</p> <ul style="list-style-type: none"> Draw 2D shapes and make 3D shapes Identify right, acute and obtuse angles and order them <p>Statistics</p> <ul style="list-style-type: none"> Interpret and present data using pictograms, bar charts and tables Solve one and two step questions using information presented in scaled bar charts, pictograms and tables

Science	<ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal • Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat • Identify that humans and some other animals have skeletons and muscles for support, protection and movement • Compare how things move on different surfaces • Notice that some forces need contact between two objects but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials but not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some of the magnetic materials • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other depending on which poles are facing • Recognize that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognize that light from the sun can be dangerous and that there are ways to protect their eyes • Recognize that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the size of shadows change • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped in a rock • Recognize that soils are made from rocks and organic matter • Respond to ideas given to them to answer questions or suggest solutions to problems • Identify aspects of everyday life which are based on scientific ideas • Use scientific forms of language when communicating simple ideas, processes and investigations • Make some accurate observations or whole number measurements relevant to questions • Describe what the observation data patterns explain • Describe what they have found out in experiments and investigations, linking cause and effect
Music	<ul style="list-style-type: none"> • The children will be learning the recorder and developing their knowledge of notation and performance • They will develop their listening and musical communication abilities

	<ul style="list-style-type: none"> • They will develop their vocal abilities through a number of chants and songs and will begin to be able to sing in multiple parts • They will learn to read music to play simple tunes <p>We are enhancing and enriching our Music curriculum through the new Juilliard curriculum. We are using 5 pieces of Music identified by Juilliard and are starting with work by Ligeti and Bach.</p>
P.E.	<p>Fitness:</p> <ul style="list-style-type: none"> • To understand the effects of exercise • To be able to understand the different components of fitness • To be able to conduct warm up and stretches • To be able to conduct a circuit training session using different components • To be able to understand how fitness can be fun and beneficial while involved in a team game • To be able to record heart rate • To be able to record results acutely <p>Gymnastics</p> <ul style="list-style-type: none"> • To be able to perform a Face vault • To be able to link all movements together to create a sequence • Hand and head spring • Yoga postures • Perform floor sequence of rolls to music • To be able to conduct a warm up appropriate for dance <p>Dance</p> <ul style="list-style-type: none"> • To be able to perform a turn in a sequence for a dance routine • To be able to perform a balance in a sequence for a dance routine • To be able to perform a jump in a sequence for a dance routine • To be able to perform a gesture in a sequence for a dance routine • To be able to perform a travel in a sequence for a dance routine • To improve flexibility • To be able to perform a sequence to music <p>Games</p> <ul style="list-style-type: none"> • To play games with some fluency and accuracy using a range of techniques • To find ways of attacking successfully when using other skills • To use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to 'score' • To know the rules of the games • To understand the need for defense as well as attack • To understand how strength, stamina, and speed can be improved by playing invasion games • To lead partners through simple warm up routines <p>Athletics</p> <ul style="list-style-type: none"> • To be able to jump from two feet to two feet and one foot to two feet identifying correct technique • To be able to combine a run up and a one footed take off to increase my jumping distance

Computing	<p>Key Objectives</p> <ul style="list-style-type: none"> • Use Publisher to create a comic strip with pictures and captions • Use a web browser, Prezi and PowerPoint to conduct research and make a presentation • Use Scratch to create animations and make simple programs • Detect programming errors and correcting them • Use Google Forms to collect data and report on it • Create and edit video <p>E-Safety</p> <ul style="list-style-type: none"> • Understand e-safety when using Email and the Internet E-Safety • Recognize some of the dangers of being online • Know how to protect self and information online <p>Know what to do if they do not feel safe online</p>
Modern Foreign Language	<p>French</p> <ul style="list-style-type: none"> • Greetings (comment t'appelles-tu?, je m'appelle..., quel age as-tu?, j'ai... ans, ou habites-tu ?,j'habite a) • Numbers 1-30 • Days of the Week • Sports • Pets • Adjectives • Months, Seasons • Weather <p>Spanish</p> <ul style="list-style-type: none"> • Greetings and introductions • Numbers • Saying how old they are • Classroom language and school items • Family members • Animals <p>Grammar</p> <ul style="list-style-type: none"> • How gender and plural patterns in nouns differ from English • How to formulate a basic negative statement • Learn some present tense forms of high frequency verbs

International Primary Curriculum (IPC)	<p>In IPC the objectives are covered over two years. The children will initially be beginning at these objectives when they are in Year 3 and they will revisit the objectives a number of times over the two years. By the end of Year 4 they should have mastered most of the objectives.</p> <ul style="list-style-type: none"> • Milepost 2 Objectives (Y3 and Y4)
Art	<p>5 Key Skills</p> <ul style="list-style-type: none"> • Experiment with different effects and textures including blocking in color, washes, and thickened paint. • Explore the roles and purposes of artists, craftspeople, and designers working in different times and cultures. • Experiment with a range of media including overlapping, layering, etc. • Plan, refine, and alter drawings as necessary. • Work confidently on a range of scales e.g. thin brush on small picture etc.

Geography	<ul style="list-style-type: none"> • Be able to use geographical terms • Be able to describe the main geographical features of the area immediately surrounding the school • Be able to make simple maps and plans of familiar locations • Be able to use maps at a variety of scales to locate the position and geographical features of particular localities • Be able to use secondary sources to obtain geographical information • Be able to express views on the features of an environment and the way it is being harmed or improved • Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
History	<ul style="list-style-type: none"> • Be able to give some reasons for particular events and changes • Be able to gather information from simple sources
International	<ul style="list-style-type: none"> • Be able to identify activities and cultures which are different from but equal to their own
Science	<ul style="list-style-type: none"> • Be able to carry out simple investigations • Be able to prepare a simple investigation which is fair, with one changing factor • Be able to predict the outcome of investigations • Be able to use simple scientific equipment • Be able to test ideas using evidence from observation and measurement • Be able to link evidence to broader scientific knowledge and understanding • Be able to use evidence to draw conclusions
Technology	<ul style="list-style-type: none"> • Be able to design and make products to meet specific needs • Be able to make usable plans • Be able to use simple tools and equipment with some accuracy • Be able to identify and implement improvements to their designs and products • Be able to identify the ways in which products in everyday use meet specific needs • Be able to suggest improvements to products in everyday use

YEAR 4 CURRICULUM GUIDE

Below is the curriculum overview for Year Four for the British International School of Boston. This is a broad summary of the main areas of learning that are covered in different curricular areas. We hope that it will help to inform and contextualize the learning taking place in Year Four. Our curriculum consists of three distinct areas. Literacy, Maths and the International Primary Curriculum.

Area of Development and Learning	Learning Coverage of Aspects Your child will learn to:
Literacy	<p>Reading</p> <ul style="list-style-type: none"> • Use knowledge of root words to understand the meaning of new words • Use prefixes and suffixes to understand meanings • Use the content of sentences to read homophones correctly • Read words with contractions • Read year 3 and 4 common word exceptions • Read fluently showing understanding of punctuation marks <p>Comprehension</p> <ul style="list-style-type: none"> • Listen to, discuss and express views on a range of different text types • Independently use contents pages, index, glossary, sections and headings to read non-fiction books • Use dictionaries to check the meanings of unfamiliar words • Retell and sequence the plot structure of a story they have read • Use intonation, tone, volume and action when performing or reading aloud, including poems learnt by heart • Discuss words and phrases that capture the readers' interest and imagination • Recognize and analyze different forms of poetry, such as haiku, limericks and cinquains • Check the text makes sense to them, discuss their understanding and explain the meaning of words in context • Ask questions to improve understanding of a text • Answer questions using direct quotes from the text • Draw inference and justify with evidence, applying wider experience • Predict what might happen from details stated and implied • Identify main ideas and themes drawn from more than one paragraph and summarize • Identify how language structure and presentation contribute to meaning, including metaphors and similes • Retrieve and record information from non-fiction texts • Express an opinion about features of a book using evidence from the text <p>Writing & Composition</p> <ul style="list-style-type: none"> • Read text types in preparation for planning and writing their own versions • Identifying and discussing the purpose, audience, language and structures of text types for writing • Use a variety of story planning methods • Developing settings and characterization using carefully selected vocabulary for effect

	<ul style="list-style-type: none"> Organizing paragraphs (including opening paragraph) in narrative and non-fiction Linking ideas within paragraphs Proofread, edit and improve writing through the use of self and peer assessment Perform, appropriately, own compositions for different audiences <p>Spelling</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them Spell further homophones and words that are often misspelt using their phonic knowledge and other knowledge of spelling, such as morphology and etymology Use the first three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Vocabulary, Punctuation and Grammar</p> <ul style="list-style-type: none"> Use complex sentences with fronted adverbials Use commas to mark clauses in complex sentences Use direct speech punctuation Identify, select and effectively use pronouns Use noun phrases Use verb inflections Use apostrophes for singular and plural possession, including in words with irregular plurals (e.g. children's) <p>Handwriting</p> <ul style="list-style-type: none"> Write with consistency in size and proportion of letters
Mathematics	<p>Number and Place Value</p> <ul style="list-style-type: none"> Recognize the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones); order and compare numbers beyond 1000 Count in multiples of 6, 7, 9, 25 and 1000; find 1000 more or less than a given number; count backwards through zero to include negative numbers Recognize and show, using diagrams, families of common equivalent fractions; Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths; count up and down in hundredths Recognize hundredths arise when dividing an object by a hundred <p>Calculation</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Use place value, known and derived facts to multiply and divide mentally Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Recognize and use factor pairs and commutativity in mental calculations; solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit

	<p>Measurement</p> <ul style="list-style-type: none"> • Measure and calculate the area and perimeter of a rectilinear figure (including squares) in centimeters and meters • Read, write and convert time between analogue and digital 12 and 24-hour clocks; solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days • Convert between different units of measure (e.g. kilometer; hour to minute) <p>Geometry</p> <ul style="list-style-type: none"> • Plot specified points and draw sides to complete a given polygon; describe positions on a 2-D grid as coordinates in the first quadrant; describe movements between positions as translations of a given unit to the left/right and up/down • Identify acute and obtuse angles and compare and order angles up to two right angles by size • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • Identify lines of symmetry in 2-D shapes presented in different orientations; complete a simple symmetric figure with respect to a specific line of symmetry <p>Statistics</p> <ul style="list-style-type: none"> • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
Science	<ul style="list-style-type: none"> • Compare and group materials together according to whether they are solids liquids or gases • Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature • Recognize that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognize that environments can change and that this can sometimes pose dangers to living things • Describe the simple function of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognize that a switch opens and closes a circuit and associate this with whether or not a lamp light in a simple series circuit • Recognize some common conductors and insulators and associate metals with being good conductors • Identify how sounds are made, associating some of them with something vibrating

	<ul style="list-style-type: none"> • Recognize that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognize that sounds get fainter as the distance from the sound source increases • Respond to ideas given to them to answer questions or suggest solutions to common problems • Identify aspects of everyday life which are based on scientific ideas • Use scientific forms of language when communicating simple scientific ideas, processes or investigations • Make some accurate observations or whole number measurements relevant to questions or ideas under investigation • Describe what they have found out in experiments or investigations, linking cause and effect to explain patterns in observations/data
Music	<p>Music will be studied through the new Juilliard Curriculum. This will involve the pupils studying one of the Juilliard recommended twelve core pieces, and looking at parts of those pieces. Throughout the primary school we will be choosing four or five of these works per year in each age group and using each as a starter point for music composition. One of the main principles of the Juilliard curriculum is that the pupils drive what type of music they compose after listening to the original stimulus. Pupils will also have the opportunity to perform on a variety of the new musical instruments in the department such as: easy to use flutes, electric drum kit, ukuleles, guitars and tuned percussion instruments.</p>
P.E.	<p>Gymnastics</p> <ul style="list-style-type: none"> • To be able to perform a cradle with support • Create various patterns of movement that explore shapes that might be symmetrical, asymmetrical and demonstrate a variety of travel that might be in canon, matched, mirrored, toward and away from etc. • Pairs or threes, pupils create and then perform a sequence on the floor, incorporating four to six still partner contact shapes • Link the sequence using actions involving rotation, flight and other forms of travelling • Accurate use of body strength, suppleness and flexibility in performing balances individually and within a group • Quality performance; extension, stability, tension, body form and shape • Choose appropriate actions, levels and speeds and combine these to perform a group sequence <p>Dance</p> <ul style="list-style-type: none"> • Observe themselves and others dancing • Ability to evaluate and analyze a dance routine • Perform the basic actions and dances clearly and fluently • Work with a dance partner <p>Games</p> <ul style="list-style-type: none"> • Pass, dribble, shoot and control • Identify and use tactics to help the team keep the ball and advance it • Mark opponents and help each other in defense • Know and carry out warm up activities that use exercises useful for invasion games

	<ul style="list-style-type: none"> • Pick out parts of performance that could be improved, and suggest ideas and practices to make them better <p>Athletics</p> <ul style="list-style-type: none"> • Ability to perform a variety of throwing techniques • To be able to improve speed and fitness • To be able to understand the importance of weight training • To be able to understand the importance of agility • To be able to understand the differences in endurance and short distance races • To be able to start to understand the changeover in reply races • To be able to understand plyometrics and the importance in the exercises • To be able to start to understand the basic events in the Olympics <p>Striking and fielding</p> <ul style="list-style-type: none"> • To participate in cricket and understand the rules • To be able to understand the rules in softball • To be able to understand the rules in badminton • To be able to understand the rules in tennis • To be able to understand the concept of rounders • To be able to understand the concept of baseball • To be able to perform a variety of throwing techniques
Computing	<p>Key Objectives</p> <ul style="list-style-type: none"> • Using the home keys to develop fluent typing • Research - cross referencing • Movie maker films • Graphic text and sounds • Uploading information • Collage using computer based images • Spreadsheets and databases • Computer modeling program • Newspaper publishing
Modern Foreign Language	<p>French Topics</p> <ul style="list-style-type: none"> • Introductions • Travel and Europe • Date and Time • Numbers 1-50 • Food/Drinks • Shops/Town and Directions • Clothing • Daily routine

	<p>French Grammar</p> <ul style="list-style-type: none"> • Adjective agreement • Je vais a/en • A droite/A gauche/Tout droit • J'aime/Je n'aime pas • Regular -er verbs • Basic reflexive verbs <p>French Phonemes</p> <ul style="list-style-type: none"> • "qu" (Belgique, fantastique, quel, quatre) • "h" (silent) (hotel, hôpital, huit, aujourd'hui) • "eau" (gâteau, beau, oiseau, chapeau, manteau) • "e/e" (préfère) • "j" (Je, juin, juillet, janvier, jour) <p>Spanish Topics</p> <ul style="list-style-type: none"> • Birthdays • Sports • Free time activities • Describing myself • Where I live • Directions • Time <p>Spanish Grammar</p> <ul style="list-style-type: none"> • Use of 'tener' and 'llevar' in 1st and 3rd person singular • Introduction of conjugated forms of 'jugar', 'hacer', 'leer', 'salir' and 'ir' • Introduction of present continuous tense • Use of '(no) me/gusta' etc. to express opinions • Introduction of 'ser' • Use of 'es', 'la', 'son', 'las' and 'a las' for telling time
International Primary Curriculum (IPC)	<p>In IPC the objectives are covered over two years. The children will initially be beginning at these objectives when they are in Year 3 and they will revisit the objectives a number of times over the two years. By the end of Year 4 they should have mastered most of the objectives.</p> <p>Milepost 2 Objectives (Y3 and Y4)</p>
Art	<p>Key Skills</p> <ul style="list-style-type: none"> • Be able to use art as a means of self-expression • Be able to choose materials and techniques which are appropriate for their task • Be able to explain their own work in terms of what they have done and why • Be able to talk about works of art, giving reasons for their opinions
Geography	<ul style="list-style-type: none"> • Be able to use geographical terms • Be able to describe the main geographical features of the area immediately surrounding the school • Be able to make simple maps and plans of familiar locations • Be able to use maps at a variety of scales to locate the position and geographical features of particular localities • Be able to use secondary sources to obtain geographical information

	<ul style="list-style-type: none"> • Be able to express views on the features of an environment and the way it is being harmed or improved • Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
History	<ul style="list-style-type: none"> • Be able to give some reasons for particular events and changes • Be able to gather information from simple sources
International	<ul style="list-style-type: none"> • Be able to identify activities and cultures which are different from but equal to their own
Science	<ul style="list-style-type: none"> • Be able to carry out simple investigations • Be able to prepare a simple investigation which is fair, with one changing factor • Be able to predict the outcome of investigations • Be able to use simple scientific equipment • Be able to test ideas using evidence from observation and measurement • Be able to link evidence to broader scientific knowledge and understanding • Be able to use evidence to draw conclusions
Technology	<ul style="list-style-type: none"> • Be able to design and make products to meet specific needs • Be able to make usable plans • Be able to use simple tools and equipment with some accuracy • Be able to identify and implement improvements to their designs and products • Be able to identify the ways in which products in everyday use meet specific needs • Be able to suggest improvements to products in everyday use

YEAR 5 CURRICULUM GUIDE

Below is the curriculum overview for Year Five for the British International School of Boston. This is a broad summary of the main areas of learning that are covered in different curricular areas. We hope that it will help to inform and contextualize the learning taking place in Year Five. Our curriculum consists of three distinct areas. Literacy, Maths and the International Primary Curriculum, referred to as the IPC.

Area of Development and Learning	Learning Coverage of Aspects Your child will learn to:
Literacy	<p>Reading</p> <ul style="list-style-type: none"> • Apply knowledge of root words to read aloud and to understand the meaning of new words • Read YS/6 common exception words <p>Comprehension</p> <ul style="list-style-type: none"> • Check that the book makes sense by discussing their understanding and exploring the meaning of words • Ask questions to improve their understanding • Respond to others' viewpoints of a text • Express preferences and recommend books to relevant audiences • Summarize the main events by identifying the key details from more than one paragraph • Recognize themes across texts • Make comparisons within and across books • Draw inferences and justify them with evidence • Predict what might happen from details stated and implied • Explain how the author's choice of language and structures, and the effects on the reader • Distinguish between statements of fact and opinion • Skim and scan for key words <p>Writing & Composition</p> <ul style="list-style-type: none"> • Select appropriate language and structures for audience and purpose • Note and develop ideas, drawing on reading and research. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Use organization and presentational devices • Self and peer assess to enhance effects and clarify meaning • Perform for different audiences with appropriate intonation and volume <p>Spelling</p> <ul style="list-style-type: none"> • Understand and use prefixes and suffixes • Spell words with silent letters • Use dictionaries and thesauri correctly

	<ul style="list-style-type: none"> • Spell further homophones and words that are often misspelt using their phonic knowledge and other knowledge of spelling, such as morphology and etymology • Use the first three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Vocabulary, Punctuation and Grammar</p> <ul style="list-style-type: none"> • Create complex sentences with relative clauses, smile starters and -ed -ing openers • Punctuate complex sentences • Build cohesion within, and link ideas across paragraphs • Use brackets and dashes • Ensure consistent and correct use of tense • Ensure subject and verb agreement when using singular and plural • Proofread for spelling and punctuation errors <p>Handwriting</p> <ul style="list-style-type: none"> • Choose how to suitably adapt their handwriting for a purpose • Write fluently
Mathematics	<p>Number and Place Value</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit including decimals • Compare and order fractions finding common denominators; find equivalent fractions; recognize mixed numbers and improper fractions and convert them • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero <p>Calculation</p> <ul style="list-style-type: none"> • Add and subtract whole numbers with more than 4 digits, including using formal written methods • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Solve multi-step problems involving addition, subtraction, multiplication and division deciding which operations and methods to use • Understand the meaning of the equals sign when balancing calculations. • Mentally multiply and divide numbers using their knowledge of factors and multiples, squares and cubes. • Add and subtract fractions with the same denominator; multiply proper fractions and mixed numbers by whole numbers <p>Measurement</p> <ul style="list-style-type: none"> • Calculate and compare the area of squares, rectangles and composite shapes and estimate the area of irregular shapes • Convert between different units of metric measure; understand equivalences between metric units and common imperial units • Solve problems which involve converting between units of time <p>Geometry</p> <ul style="list-style-type: none"> • Identify 3-D shapes, from 2-D representations; distinguish between regular and irregular polygons

	<ul style="list-style-type: none"> • Estimate and compare angles; draw given angles, and measure them in degrees • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Reflect and translate shapes <p>Statistics</p> <ul style="list-style-type: none"> • Solve problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables
Science	<ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties and suggest reasons for their use • Use knowledge of solids, liquids and gases to decide that some changes of state are reversible how mixtures might be separated • Explain that some changes result in the formation of new materials and this kind of change is not usually reversible • Describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird, including researching the gestation periods to compare with humans • Describe the life process of reproduction in some plants and animals • Draw a timeline to indicate stages in the growth and development of humans into old age • Identify the effects of air resistance, water resistance, friction and gravity • Recognize that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect • Describe the movement of the Earth, Moon and planets, relative to the Sun in the Solar System • Explain day and night and the apparent movement of the Sun across the sky • Use simple models to describe scientific ideas • Recognize real-life applications of specific scientific ideas • Use appropriate scientific forms of language to communicate scientific ideas, processes or investigations • Decide when it is appropriate to carry out fair tests in investigations • Identify scientific evidence they have used in drawing conclusions
Music	<p>Music will be studied through the new Juilliard Curriculum. This will involve the pupils studying one of the Juilliard recommended twelve core pieces, and looking at parts of those pieces. Through the primary school we will be choosing four or five of these works per year in each age group and using them as a starter point for music composition. One of the main principles of the Juilliard curriculum is that the pupils drive what type of music they compose after listening to the original stimulus. Pupils will also have the opportunity to perform on a variety of the new musical instruments in the department such as: easy to use flutes, electric drum kit, ukuleles, guitars and tuned percussion instruments.</p>
P.E.	<p>Gymnastics</p> <ul style="list-style-type: none"> • Group balances • Static balances • Dynamic balance • Dynamic and static balances on apparatus • Gymnastics performances and analysis <p>Dance</p> <ul style="list-style-type: none"> • To perform and participate in line dances

	<ul style="list-style-type: none"> • To perform and participate in ballet • To perform and participate in swing dance • To perform and participate in hip-hop • To perform and participate in salsa • To perform and participate in Flamenco <p>Games</p> <ul style="list-style-type: none"> • To practice working together as a team while playing both offense and defense • To experience different sports • Ability to participate and understand the rules of cricket • Ability to participate and understand the rules of hockey • Ability to participate and understand the rules of soccer • Ability to participate and understand the rules of rugby • Ability to participate and understand the rules of rounders • Ability to participate and understand the rules of handball • Ability to participate and understand the rules of basketball <p>Athletics</p> <ul style="list-style-type: none"> • To understand and gain knowledge of relay races • To understand the awareness of strengths and limitations • To be able to coach and develop communication, leadership and decision-making skills within a group situation • To understand the skills and tactical decisions in order to run, jump or throw further • To gain an improvement in replicated technique • To adapt and refine these strategies to the need of an event • To develop the skill of reflection and evaluation to improve own performances
Computing	<p>Key Objectives</p> <ul style="list-style-type: none"> • To create a virtual gallery to display work • To use digital photography and editing software • To write a blog on any chosen subject • To create an advert using publishing software • To create a summer fete game and use computer modelling to design it • To review, modify and evaluate work as it progresses
Modern Foreign Language	<p>French Topics</p> <ul style="list-style-type: none"> • Introductions • Alphabet and Spelling • Classroom items

	<ul style="list-style-type: none"> • Date and Time • Numbers 1-60 • Family and Pets • Physical descriptions • Personality descriptions • Likes and Dislikes, Activities <p>French Grammar</p> <ul style="list-style-type: none"> • Gender of nouns • Adjective agreement • Possessive adjectives • « etre » and « avoir » conjugations <p>Spanish Topics</p> <ul style="list-style-type: none"> • Countries • School subjects • Give basic opinion about school subjects • Ability to understand information about school • Transportation • Key Times • Daily Routines <p>Spanish Grammar</p> <ul style="list-style-type: none"> • Use of 'ser (soy, eres, es)' + nationality • Use of 'ser (soy, eres, es)' + nationality • Use of connectors: 'y', 'pero' and 'tambien' • Formulating compound sentences by linking two main clauses • Expressions of frequency and time • Use of 'muy/bastante' + adjective • Use of 'muy/bastante' + adjective
International Primary Curriculum (IPC)	<p>In IPC the objectives are covered over two years. The children will initially be beginning at these objectives when they are in Year 5 and they will revisit the objectives a number of times over the two years. By the end of Year 6 they should have mastered most of the objectives.</p> <p>Milepost 3 Objectives (VS and Y6)</p>
Art	<p>Key Skills</p> <ul style="list-style-type: none"> • Use a variety of source material for their work • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colors • Join fabrics in different ways, including stitching • Work in a sustained and independent way from observation, experience, and imagination when sketching • Question and make thoughtful observations about starting points, and select ideas and processes to use in their work
Geography	<ul style="list-style-type: none"> • Be able to collect and record evidence to answer geographical questions • Be able to identify geographical patterns and to use their knowledge and understanding to explain them

	<ul style="list-style-type: none"> • Be able to use appropriate geographical vocabulary to describe and interpret their surroundings • Be able to use instruments to make measurements • Be able to use appropriate techniques to gather information • Be able to make plans and maps in a variety of scales using symbols and keys • Be able to use and interpret globes and maps in a variety of scales • Be able to explain how physical and human processes lead to similarities and differences between places • Be able to explain how places are linked through movement of goods and people • Be able to communicate their knowledge and understanding of geography in a variety of ways
History	<ul style="list-style-type: none"> • Be able to find out about aspects of the past from a range of sources • Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied • Be able to describe how the history of the host country affects the lives of people who live there now • Be able to describe how the history of one country affects that of another • Be able to place the events, people and changes in the periods they have studied into a chronological framework
International	<ul style="list-style-type: none"> • Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups • Be able to identify ways in which people work together for mutual benefit
Science	<ul style="list-style-type: none"> • Be able to conduct scientific investigations posing scientific questions • Be able to choose an appropriate way to investigate a scientific issue • Be able to make systematic and accurate measurements from their observations • Be able to explain and justify their predictions, investigations, findings and conclusions • Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions
Technology	<ul style="list-style-type: none"> • Be able to respond to identified needs, wants and opportunities with informed designs and products • Be able to gather and use information to suggest solutions to problems • Be able to devise and use step-by-step plans • Be able to work with a variety of tools and materials with some accuracy • Be able to test and evaluate their own work and improve on it

YEAR 6 CURRICULUM GUIDE

Below is the curriculum overview for Year 6 for the British International School of Boston. This is a broad summary of the main areas of learning that are covered in different curricular areas. We hope that it will help to inform and contextualize the learning taking place in Year 6. Our curriculum consists of four distinct areas. Literacy, Maths, Science and the International Primary Curriculum, referred to as the IPC.

Area of Development and Learning	Learning Coverage of Aspects
Literacy	<p data-bbox="326 636 602 667">Your child will learn to:</p> <p data-bbox="326 678 428 709">Reading</p> <ul data-bbox="399 709 1479 982" style="list-style-type: none"> • To understand how root words, prefixes and suffixes change meanings of words • Read extensively for pleasure whilst Employing dramatic effect to engage listeners • Use a combination of scanning and close reading to locate information and ascertain the gist • Evaluate texts quickly to determine their usefulness and Understand underlying themes • Understand the structures and techniques writers use to achieve coherence, influence and manipulation over the reader <p data-bbox="326 993 513 1024">Comprehension</p> <ul data-bbox="399 1024 1479 1623" style="list-style-type: none"> • Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction • Recognizing/analyzing themes and conventions within and across texts and making comparisons including texts written in different periods • Independently read longer texts with stamina/interest in order to support recommendations for peers • Learning a wider range of poems by heart and preparing poems and play scripts to read aloud and perform • Using a reading journal to record on-going reflections and responses to personal reading • Exploring texts in groups and deepening comprehension through discussion focusing on language used • Distinguish between statements of fact or opinion across a range of texts. • Participate in discussions about books building on their own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read and provide reasoned justifications for their views <p data-bbox="326 1633 597 1665">Writing & Composition</p> <ul data-bbox="399 1665 1414 1896" style="list-style-type: none"> • Ensure writing is planned with the audience and purpose clearly identified • Language and structure are considered and clearly identified in planning stages • Appropriate language and vocabulary are used to make an impact on the reader • Different formalities of language use are explored and demonstrated • Develop characters through blending action, dialogue and description within sentences and paragraphs • Ensure consistent and correct use of tense and verb subject agreement

	<ul style="list-style-type: none"> • Make deliberate choices about techniques to engage the reader including tone and style • Evaluate, select and use a range of different organizational and presentational devices for different purposes and readers • Proof-read work to identify spelling, punctuation and grammatical errors <p>Spelling</p> <ul style="list-style-type: none"> • Be secure with a range of spelling rules and strategies taught in previous years and be able to use a variety of strategies to spell unfamiliar words • Spell common irregular words • Spell confidently and with increasing automaticity including common irregular words <p>Vocabulary, Punctuation and Grammar</p> <ul style="list-style-type: none"> • Be able to use bullets, ellipsis, colons, semi-colons and hyphens accurately • Be able to identify, subject object and verb in a sentence • Show accuracy in use of tense, including active and passive • Recognize and use vocabulary which demonstrates understanding of different levels of formality • Knows and can use a range of synonyms and antonyms • Demonstrate a wider range of sentence structures and constructions which are appropriate to given genres • Speech is punctuated correctly, both direct speech, and play-script form <p>Handwriting</p> <ul style="list-style-type: none"> • Cursive neat legible script is used - with increasing personal style
Mathematics	<p>Number and Place Value</p> <ul style="list-style-type: none"> • Read, write, order and identify the place value of numbers up to 10 000 000 and determine and round any whole number to a required degree of accuracy • Multiply or divide a 4-digit number by a two-digit whole number using formal written methods and be able to work with remainders • Identify common factors, common multiples and prime numbers • Use negative numbers in context, and calculate intervals across zero <p>Calculation</p> <ul style="list-style-type: none"> • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions >1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers • Solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison <p>Measurement</p> <ul style="list-style-type: none"> • Use, read, write and convert measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, using decimal notation to up to three decimal places • Calculate the area of quadrilaterals and triangles; recognize that shapes with the same areas can have different perimeters

	<ul style="list-style-type: none"> Calculate, estimate and compare volume of 3D shapes; use formulae for area and volume of shapes <p>Geometry</p> <ul style="list-style-type: none"> Compare and classify geometric shapes based on their properties and sizes; find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference recognize angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles 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 <p>Statistics</p> <ul style="list-style-type: none"> Calculate and interpret the mean, mode, median and range Interpret and construct pie charts and line graphs and use these to solve problems <p>Algebra</p> <ul style="list-style-type: none"> Express missing number problems algebraically and use simple formulae Use substitution with simple algebraic expressions
Science	<ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics Recognize that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognize that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood Recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals including humans Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognized symbols when representing a simple circuit in a diagram Recognize that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

	<ul style="list-style-type: none"> • Use abstract ideas or models or more than one step when describing processes or phenomena • Explain processes or phenomena, suggest solutions to problems or answer questions by drawing on abstract ideas or models • Describe different viewpoints people may have about scientific or technological developments • Suggest how collaborative approaches to specific experiments or investigations may improve the evidence collected. • Use appropriate scientific and mathematical ideas and terminology to communicate abstract ideas • Repeat sets of observations or measurements where appropriate, selecting suitable ranges and intervals • Draw valid conclusions that use more than one piece of supporting evidence, including numerical data and line graphs • Make valid comments on the quality of their data
Music	<p>Music will be studied through the new Juilliard Curriculum. This will involve the pupils studying one of the Juilliard recommended 12 core pieces, and looking at parts of those pieces. Through the primary school we will be choosing 4 or 5 of these works per year in each age group and using them as a starter point for music composition. One of the main principles of the Juilliard curriculum is that the pupils drive what type of music they compose after listening to the original stimulus. Pupils will also have the opportunity to perform on a variety of the new musical instruments in the department such as: easy to use flutes, electric drum kit, ukuleles, guitars and tuned percussion instruments.</p>
P.E.	<p>Fitness</p> <ul style="list-style-type: none"> • To develop knowledge and understanding of the concept of fitness • To be able to perform fitness tests and components <p>Gymnastics</p> <ul style="list-style-type: none"> • Group balances • Static balances • Dynamic balance • Dynamic and static balances on apparatus • Gymnastics performances and analysis <p>Dance</p> <ul style="list-style-type: none"> • To be able to analyze and evaluate a fitness routine Dance • To be able to create, participate in, evaluate and analyze different dance performances and styles • To be able to experience expressing feelings through dance <p>Games</p> <ul style="list-style-type: none"> • To gain experience in all team and individual sporting activities for example: Soccer, hockey, cricket, basketball, tennis, badminton, rugby, volleyball, rounders, baseball, softball. <p>Athletics</p> <ul style="list-style-type: none"> • To be able to participate and compete in a wide variety of events and athletic competitions • Develop and improve evaluation skills Swimming

	<ul style="list-style-type: none"> • Set and meet personal and group targets in swimming events • Perform water-based activities with confidence • To be able to perform personal survival challenges Gymnastics • To be able to create group and individual sequences and balances • To develop the ability to perform sequences in front of an audience
Computing	<p>Key Objectives</p> <ul style="list-style-type: none"> • Coding, including game design • App design and creation • E Safety • Controlling and manipulating devices
Modern Foreign Language	<p>French Topics</p> <ul style="list-style-type: none"> • Introductions (greetings, family, nationalities) • Physical descriptions • Date and Time • School subjects/ Timetable • Leisure Activities • Clothes • Weather • The House/Home <p>French Grammar</p> <ul style="list-style-type: none"> • Gender of nouns • Adjective agreement • « etre » and « avoir » conjugations • Possessive adjectives • « -er » conjugations • « faire » and « jouer » conjugations • « -ir » and « -re » conjugations • Prepositions • Near future tense (« aller » + infinitive) <p>Spanish Topics</p> <ul style="list-style-type: none"> • Describing the world around you • Describing routine activities with opinions • Giving and understanding directions • Travel • Weather <p>Spanish Grammar</p> <ul style="list-style-type: none"> • Conjugation of some verbs, including 'vivir' • Use of reflexive verbs: 'levantarse', 'vestirse', 'lavarse' etc. • Present tense of 'ir' and use of 'al' and 'a la' • The use of the imperatives 'toma/tome'

	<ul style="list-style-type: none"> • Use of 'de la'+ 'del' • Use of 'usted' vs 'tu' with 'tuerca/tuerce', 'suba/sube' etc. • Adjective agreement • Use of 'hacer' and 'haber'
International Primary Curriculum (IPC)	<p>In IPC the objectives are covered over two years. The children will initially be beginning at these objectives when they are in Year 5 and they will revisit the objectives a number of times over the two years. By the end of Year 6 they should have mastered most of the objectives.</p> <p>Milepost 3 Objectives (YS and Y6)</p>
Art	<p>Key Skills</p> <ul style="list-style-type: none"> • Use artistic vocabulary to describe and discuss the historical relevance of the artists and craftspeople they are studying • Use a faint line when sketching outlines and be able to create a range of tones from light to dark • Mix primary and secondary colors in paint • Apply paint in a controlled manner • Explore and experiment with a least one new material, media, and process • Work independently and with others
Geography	<ul style="list-style-type: none"> • Be able to collect and record evidence to answer geographical questions • Be able to identify geographical patterns and to use their knowledge and understanding to explain them • Be able to use appropriate geographical vocabulary to describe and interpret their surroundings • Be able to use instruments to make measurements • Be able to use appropriate techniques to gather information • Be able to make plans and maps in a variety of scales using symbols and keys • Be able to use and interpret globes and maps in a variety of scales • Be able to explain how physical and human processes lead to similarities and differences between places • Be able to explain how places are linked through movement of goods and people • Be able to communicate their knowledge and understanding of geography in a variety of ways
History	<ul style="list-style-type: none"> • Be able to find out about aspects of the past from a range of sources • Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied • Be able to describe how the history of the host country affects the lives of people who live there now • Be able to describe how the history of one country affects that of another • Be able to place the events, people and changes in the periods they have studied into a chronological framework
International	<ul style="list-style-type: none"> • Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups • Be able to identify ways in which people work together for mutual benefit
Science	<ul style="list-style-type: none"> • Be able to conduct scientific investigations posing scientific questions • Be able to choose an appropriate way to investigate a scientific issue

	<ul style="list-style-type: none"> • Be able to make systematic and accurate measurements from their observations • Be able to explain and justify their predictions, investigations, findings and conclusions • Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions
Technology	<ul style="list-style-type: none"> • Be able to respond to identified needs, wants and opportunities with informed designs and products • Be able to gather and use information to suggest solutions to problems • Be able to devise and use step-by-step plans • Be able to work with a variety of tools and materials with some accuracy • Be able to test and evaluate their own work and improve on it