



THE BRITISH INTERNATIONAL SCHOOL
BRATISLAVA
A NORD ANGLIA EDUCATION SCHOOL

25 years OUTSTANDING
EDUCATION

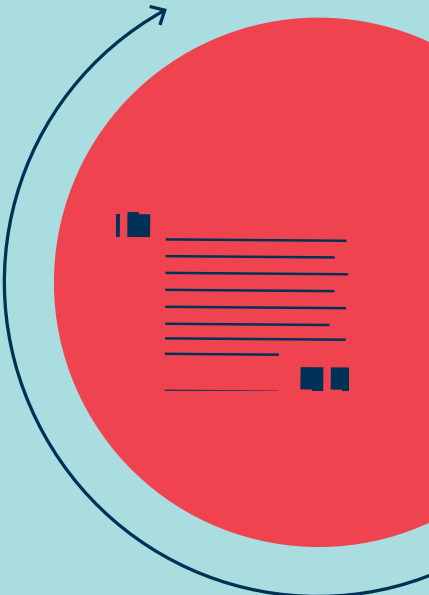
UPPER KEY STAGE 2

YEAR 5 AND YEAR 6 CURRICULUM GUIDE



CONTENT

- 4 INTRODUCTION
- 4 OUR PHILOSOPHY
- 6 OUR CURRICULUM IN YEARS 5 AND 6
- 7 SUPPORTING OUR LEARNERS
- 8 YEAR 5 LITERACY
- 9 YEAR 5 MATHS
- 10 YEAR 6 MATHS
- 11 YEAR 5 SCIENCE
- 12 YEAR 6 SCIENCE
- 14 STEAM
- 15 YEAR 5 THEMED UNITS
- 15 YEAR 6 THEMED UNITS
- 16 COMPUTING
- 18 PHYSICAL EDUCATION (PE)
- 19 MUSIC
- 20 DRAMA
- 20 LANGUAGES
- 21 ENRICHMENT
- 22 CURRICULUM MAP - YEAR 5
- 34 CURRICULUM MAP - YEAR 6



INTRODUCTION

AGES	YEARS	KEY STAGE
3 - 5	Nursery and Reception	Early Years Foundation Stage
5 - 7	Year 1 - Year 2	Key Stage 1
7 - 11	Year 3 - Year 6	Key Stage 2
11 - 14	Year 7 - Year 9	Key Stage 3
14 -16	Year 10 - Year 11	Key Stage 4
16 -17	Year 12 - Year 13	International Baccalaureate

In Key Stage 2, students are encouraged to continue to take more responsibility for their own learning. We help our students develop the skills for independent learning, reflection and self-assessment. Personal and social skills continue to be important so we give students the chance to lead and manage groups, run class meetings, give presentations, plan investigations and use their initiative. This guide is here to give you more information about the curriculum children study in Upper Key Stage 2 and to help show how we prepare our students for moving on to Secondary School.

Reading about the curriculum is no substitute for seeing and hearing it for yourself - we provide opportunities throughout the year for parents to come in and see the learning happening, as well as providing parent information sessions.

In addition, our Year 6 pupils also give tours of the school so you can hear about the school from their point of view. At any time, if there is anything you are unsure about, please ask.

OUR PHILOSOPHY

The British International School Bratislava, your child will enjoy an education that challenges and excites. We believe that every child has talents and our job is to help your child be ambitious and make the most of their natural ability. We have high expectations for our students and believe that, with high quality teaching and the right individualised approach to learning, students can all achieve at a high level.

We help our students understand what it is to be a good learner and help them recognise the different ways they learn. This contemporary approach is based on the latest educational and neuroscience research which proves that all children, if they are an active part of a thriving and inspiring community of learners, can flourish and become intellectually and socially confident young adults.

We care about all our students and we want the best for them educationally and also socially and emotionally. We think it's important to educate the 'whole child'. We equip students with the knowledge, skills and understanding to take responsibility for themselves, show respect for others and develop self-awareness and confidence. Our 'Learner Profile' underpins this approach by identifying 10 attributes valued by our school which we explicitly teach our children about. The children will use their Personal Success Plans to reflect on their learning, set new targets and review the progress that they have made.

The Learner Profile identifies 10 qualities which we aim to develop in our young students so that they become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risktakers, balanced and reflective.



OUR CURRICULUM IN YEARS 5 AND 6

With the English National Curriculum as a guide, our students are motivated to do well and take pride in their learning. Using differentiated teaching and modern technologies, our teachers promote high standards of achievement through creativity, inquiry, collaboration and communication.

Our thematic studies are chosen to reflect the international nature of our school. Themes often start with some kind of event, perhaps a trip, a visit from an expert or a problem that needs solving. The theme will develop over a period of weeks allowing for experimentation, investigation and the acquisition of knowledge. The theme will finish with a celebration, perhaps a presentation, an assembly, a report or a special piece of work. Our differentiated teaching accommodates students who are performing at different levels and makes sure each child is suitably challenged. Technology supports all areas of the curriculum and, as it becomes more integrated with classroom practice, our pupils are learning how to collaborate on projects, manipulate images, text and film for a variety of purposes and develop programming skills. In Upper Key Stage 2 children are encouraged to take a lead with Nord Anglia Global Campus projects which links them up with students all over the world, learning from each other and engaging in discussions. Providing pupils with high quality learning activities outside of the classroom is vital in helping pupils develop personal skills and appreciate the world around them. During Key Stage 2 we provide many opportunities for children to learn beyond the classroom and develop new skills through participation in productions, educational day visits, residential trips, themed days, enrichment and after school activities. These have included field trips to the planetarium and natural history museum, as well as residential trips to the Tatras and Austria.

In Upper Key Stage 2, pupils also take specialist lessons in Music, Drama, French, German or Spanish (Year 6 only), swimming, skating, gymnastics and PE. Our Slovak children learn Slovak, our Korean children learn Korean and others take Slovak Studies to find out more about their host country.

We see parents as partners in the education of their children and establish strong working relationships with them. Parents are encouraged to read every night with their children and support them in their homework. All children are important to us and we delight in celebrating and sharing their many successes through assemblies, newsletters, meetings or direct communication with home.



SUPPORTING OUR LEARNERS

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The EAL department supports students who join the school with insufficient English language skills to access the curriculum independently. Working with class teachers and parents, the EAL specialists assist pupils in acquiring the necessary English language skills. The aim is to enable them to integrate fully into all aspects of school life and learning as quickly as possible.

The school runs an intensive English Language Programme, led by specialist EAL teachers, at the start of each academic year. When joining the school, children are assessed to determine whether they should join this course. English as a Modern foreign language is also offered for students who are new to the language, providing them with extra English lessons for their first year instead of learning French or German. Our EAL teachers also deliver a course which enables students to sit the Cambridge Young Learner exams. This is an internationally

recognised language qualification, offered in both Primary and Secondary.

Students are continually assessed and EAL support will gradually decrease as the students' ability and confidence improves.

LEARNING SUPPORT (LS)

If a child is not making expected levels of progress, we will explore possible reasons for this and offer appropriate support. In some cases, it may be necessary to complete a diagnostic assessment. Our Learning Support teachers will suggest suitable interventions which might include support in class, additional small group work or 1:1 support. They will also provide guidance to teachers and TLAs to support the child in the classroom.

Our Learning Support teachers work closely with parents and class teachers to ensure that children view interventions positively and that they feel, supported and valued.



YEAR 5 LITERACY

READING:

By the beginning of Year 5, pupils should be able to read aloud a broad range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They will continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

WRITING:

Pupils will plan their writing by identifying the audience and purpose of the writing. They will note initial ideas, drawing on books and research where necessary. Pupils will select the appropriate grammar and vocabulary knowing that their choices can enhance and change the meaning. They will develop dialogue to convey the character and help move the writing on. They will be striving to ensure there is a consistent use of tense throughout the piece of writing. They will evaluate and assess their writing and of others and suggest changes to vocabulary, grammar and punctuation.

CONTEXT FOR LEARNING:

Pupils in Year 5 will have the opportunity to study a range of fiction genres including: classic fiction; short stories and science fiction. The nonfiction genres covered include: journalistic writing; recounts and persuasive writing. Pupils in Year 5 will also look at a range of classic and modern poetry. Pupils also have the opportunity to show off their dramatic skills through themed units of work.

ASSESSMENT:

Daily assessment takes place through questioning pupils, observing their learning and the marking of their work. The class teacher assesses reading regularly during shared and guided reading sessions. It is also assessed formally in Terms 2 and 3. Guided Reading occurs four times a week. Every term the children will have a piece of independent writing formally assessed by their class teacher. From this assessment, the class teacher and pupil will set individual targets. These targets will be shared with parents and updated regularly to ensure that pupils are being challenged and making progress.



YEAR 5 MATHS

The principal focus of mathematics teaching in Year 5 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. Pupils will extend their understanding of fractions and decimals, and be introduced to percentages. Pupils will be expected to develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. Pupils will continue to develop written methods for all four operations.

Pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. Pupils should read, spell and pronounce mathematical vocabulary correctly.

We use the Mastery approach to teaching and learning Maths. This places an emphasis on depth before breadth and there is a greater expectation of what pupils should achieve. Pupils are encouraged to develop their analytical, creative and linking skills in order to find solutions to a variety of problem solving challenges. With calculation strategies, pupils do not simply learn procedures by rote but demonstrate their understanding through the use of concrete materials and pictorial representations.

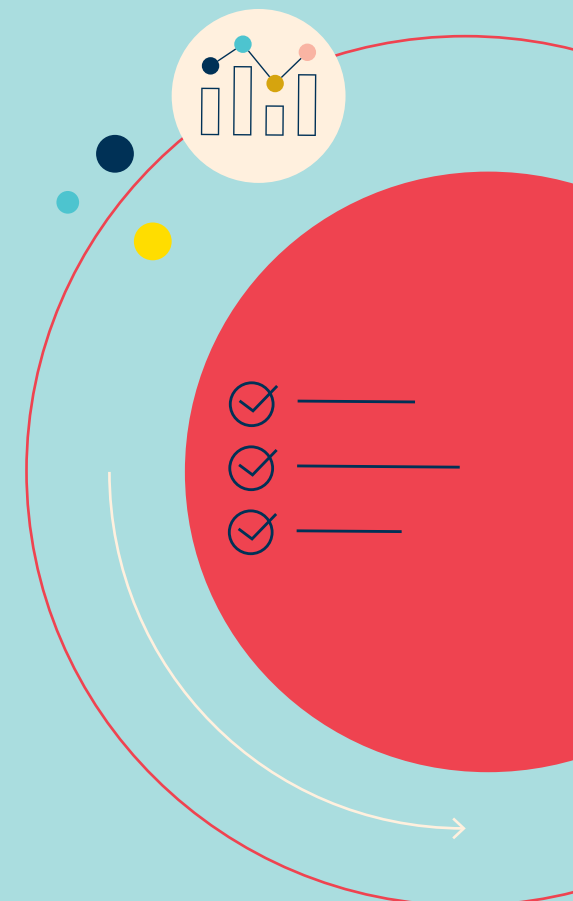
CONTEXT:

Pupils in Year 5 receive daily mathematics lessons, with both mental and written focuses. Concepts and expectations are practised and modelled by the teacher and the pupils. Pupils are expected to be responsible for selecting materials and equipment necessary to solve problems. Pupils will continue to explain

their methods to help develop analytical and reasoning skills. Pupils will be supported with practical resources, including base ten to help maintain their place value awareness, especially as they work with increasingly larger numbers. Pupils will also develop their Roman numeral understanding.

ASSESSMENT:

Teachers continually assess the pupils' attainment in maths to inform their planning and delivery of lessons. Pupils will be provided with clear, manageable targets to help ensure they continue to make progress and understand key concepts of the year group. Pupils will continue to work though the rainbow levels of the Marvellous Multiplication Competition each week. Maths is formally assessed at the end of each term.



YEAR 6 MATHS

The principal focus of mathematics teaching in Year 6 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly. We use the Mastery approach to teaching and learning Maths. This places an emphasis on depth before breadth and there is a greater expectation of what pupils should achieve. Pupils are encouraged to develop their analytical, creative and linking skills in order to find solutions to a variety of problem solving challenges. With calculation strategies, pupils do not simply learn procedures by rote but demonstrate their understanding through the use of concrete materials and pictorial representations.

CONTEXT:

Pupils in Year 6 receive daily mathematics lessons, with both a mental and written focus. Concepts and expectations are practised and modelled by the teacher and the pupils. Pupils are expected to be responsible for selecting materials and equipment necessary to solve problems. Pupils will continue to explain their methods to help develop analytical and reasoning skills. Pupils will be supported with practical resources where necessary.

ASSESSMENT:

Teachers continually assess the pupils' attainment in mathematics to inform their planning and delivery of lessons. Pupils will be provided with clear, manageable targets to help ensure they continue to make progress and understand key concepts of the year group. Mathematics will be formally assessed at the end of each term.

YEAR 5 SCIENCE

Pupils develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They will understand the nature, processes and methods of Science through different types of scientific enquiries that help them to answer scientific questions about the world around them. Pupils are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

The topics learned will cover:

- 1. Working Scientifically
- 2. Biology
- 3. Chemistry
- 4. Physics

LIVING THINGS AND THEIR HABITATS Pupils will study the life cycles of mammals, amphibians, insects and birds, including some unusual examples like egg-laying mammals and marsupials. They will compare complete and incomplete metamorphosis. They will find out about well-known naturalists and animal behaviourists and propagate plants from different parts of the parent plant.	EARTH AND SPACE Pupils will find out fascinating facts about the sun, moon & earth and develop an understanding of day and night, the four seasons and the moon's phases. They will conduct investigations about the sun, the planets making up our Solar System and other stars in their constellations.
FORCES Pupils will identify a range of different forces: gravity, air resistance, water resistance and friction. They will develop an understanding of balanced and unbalanced forces and their effects. They investigate how mechanisms, like levers, pulleys and gears, help us to use smaller forces.	MATERIALS AND THEIR PROPERTIES Pupils will revise the three states of matter and properties of materials, introducing further properties: solubility and thermal conductivity. They will separate materials using a range of methods and understand that some changes are irreversible. They will also discuss the formation of new materials.

ASSESSMENT:

In Science, teachers will carry out both summative and formative assessments. The formative assessments happen continuously whilst teaching, gauging pupils' level of understanding by looking at work produced, levels of engagement in the activities, and

asking specific questions to demonstrate their knowledge. Summative assessments will happen at the beginning and end of each new topic. This will provide the teacher with a greater of understanding of what each pupil already knows, and what they have learnt, gauging the amount of progress made.

YEAR 6 SCIENCE

Pupils develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They will understand the nature, processes and methods of Science through different types of Science enquiries that help them to answer scientific questions about the world around them. Pupils are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

The topics learned will cover:

- 1. Working Scientifically
- 2. Biology
- 3. Physics
- 4. Chemistry

ELECTRICITY Pupils will begin with revision of simple circuits and then lots of hands on experience with symbols, diagrams and incomplete circuits. They will conduct two enquiries, one about the length of wire in a circuit and the second about the use of cells. They will compare series and parallel circuits.	EVOLUTION AND INHERITANCE Pupils will discuss fossils as evidence of life millions of years ago and study the life of Mary Anning. They will compare off spring with parents and see how plants/animals are adapted to habitats. They will look at Darwin, Wallace & Mendel's contributions to our understanding of evolution.
LIGHT Pupils will identify sources of light and revise the fact that light travels in straight lines and that opaque objects form shadows. They will understand that to see, light needs to enter the eye. They will investigate light reflection, refraction, white light made of many colours and the speed of light.	LIVING THINGS AND THEIR HABITATS Pupils will look at the history of classification of living things from Aristotle to the present day. They will study the binomial system introduced by Linnaeus and the 7 levels of classification used today. They will understand why classification is important and use and create classification keys.
ANIMALS, INCLUDING HUMANS Pupils will explore the structure of the heart and lungs. The double circulation through the lungs and the rest of the body is explained and children learn more about blood! How does exercise affect pulse rate? Why is exercise good for us and what can harm the heart and lungs?	HUMAN REPRODUCTION AND RELATIONSHIPS Pupils will discuss why living things need to reproduce and look in detail at human life cycle, comparing it to other animals. Children will take part in the Flour Babies challenge and study changes at puberty. They will also research rites of passage in different cultures.

ASSESSMENT:

In Science, teachers will carry out both summative and formative assessments. The formative assessments happen continuously whilst teaching, gauging pupils' level of understanding by looking at work produced, levels of engagement in the activities, and

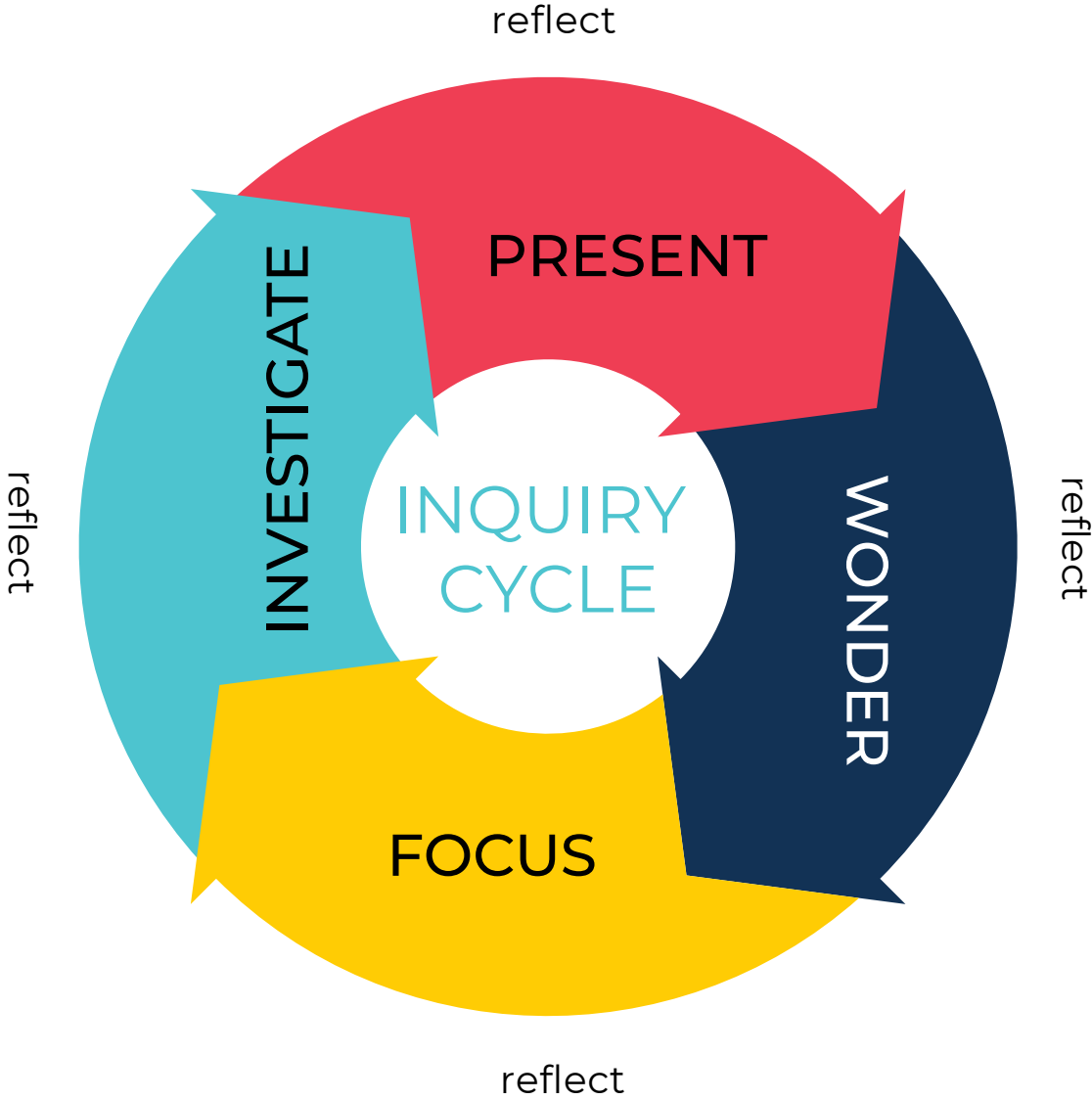
asking specific questions to demonstrate their knowledge. Summative assessments will happen at the beginning and end of each new topic. This will provide the teacher with a greater of understanding of what each pupil already knows, and what they have learnt, gauging the amount of progress made.



STEAM

Science, technology, engineering, arts and mathematics (STEAM) play an invaluable part in helping your child to develop academic, social and personal success. Through practical hands-on problem solving, students develop transferable skills such as creativity, curiosity, resilience, resourcefulness, collaboration and confidence.

Nord Anglia Education have collaborated with the Massachusetts Institute of Technology (MIT) to bring a new approach to learning the interdisciplinary subjects of STEAM. Throughout the year, students will have opportunities to take part in hands-on workshops and challenges devised by experts at MIT and will put their creativity to the test. STEAM projects may take place as one-off events or as part of Topic learning. Students follow the BISB inquiry Cycle:



YEAR 5 THEMED UNITS

Themed units include the subjects of History, Geography, Art and Design Technology that are taught through topics such as those shown below. There is a balance of knowledge and skills and progression across year groups and key stages. Examples of topics taught in Year 5 are:

HOCUS POCUS! <ul style="list-style-type: none">▪ Properties and changes of materials▪ Scientific skills	EARTH AND SPACE <ul style="list-style-type: none">▪ Earth and Space – the solar system
GROOVY GREEKS! <ul style="list-style-type: none">▪ Ancient Greece▪ Living Things and their Habitats▪ Geographical Skills and Fieldwork	MARVELLOUS MOUNTAINS! <ul style="list-style-type: none">▪ Forces (gravity and resistance)▪ Local history▪ Human & Physical Geography – Mountains

YEAR 6 THEMED UNITS

WHAT'S MY STORY? <ul style="list-style-type: none">▪ Geographical skills – name and locate countries, cities, regions▪ Ancestry and tracing family tree▪ Diary writing▪ Art originating from home country	ISLAND LIFE <ul style="list-style-type: none">▪ Kensuke's Kingdom literacy study▪ Living things and their habitats▪ Tectonic plates (formation of earthquakes, islands)
DINNER DATE <ul style="list-style-type: none">▪ Plan, prepare and cook healthy dishes	IT'S ALIVE! <ul style="list-style-type: none">▪ Gothic and suspense writing▪ Light▪ Electricity

COMPUTING

Our approach to technology is an integrated one where pupils develop their knowledge and expertise, accessing technology through all curriculum subjects. Over the last two years we have continued to embed the new Computing Curriculum within focussed IT based teaching sessions as well as by integrating technology throughout cross-curricular subjects studies. Our 1:1 iPad scheme allows students to expand on learning as well as teaching them to become responsible personal users of devices.

In Upper Key Stage 2 pupils will continue to build on their learning from Years 3 and 4, using search technologies such as Boolean search terms effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. They will select, use and combine a variety of Software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. We hope to offer pupils the chance to explore higher level devices such as LEGO Mindstorms EV3 robots controlled by programming applications such as Scratch to assist with bridging the gap towards learning in KS3. These students are also undergoing a new program focussing on using the programs and features of Office 365 to boost their knowledge of core skills in Word, PowerPoint and Excel.

E-safety remains a key component and their learning focuses on using technology safely and respectfully, keeping personal information private, identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies. E-safety is a highly important aspect of using technology, so aspects of e-safety are embedded within all areas of the subject.



PHYSICAL EDUCATION (PE)

During Key Stage 2 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

KNOWLEDGE, SKILLS AND UNDERSTANDING

ACQUIRING AND DEVELOPING SKILLS

Pupils are taught to:

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

Pupils are taught to:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

EVALUATING AND IMPROVING PERFORMANCE

Pupils are taught to:

- describe what they have done
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

Pupils are taught:

- how important it is to be active
- to recognise and describe how their bodies feel during different activities.

BREADTH OF STUDY

During the key stage, students are taught knowledge, skills and understanding through dance, games and gymnastics activities. In addition to these core skills we enrich the PE curriculum by off site activities such as gymnastics, skating and swimming.

GYMNASTICS

Gymnastics is taught offsite by trained gymnastics teachers during Term 1 to develop balance, strength, flexibility, agility, coordination and endurance. These lessons help children to develop self-discipline and self confidence, whilst building on their previous skills.

SKATING

During Term 2, children will have the opportunity to learn how to skate offsite. Each year group will be grouped by ability and will progress through more complex skating skills throughout the term under the guidance of trained instructors.

SWIMMING

Swimming is an important life skill which develops stamina and physical skills. Learning to swim means children can be safer around water. Swimming is provided during Term 3. We use well qualified English speaking swimming instructors who work with the children in small groups according to abilities.

It is expected that children in Years 5-6 should have basic swimming skills and the purpose of these lessons is to further develop their skills in preparation for the residential trips.

MUSIC

Students in Years 5 & 6 start work on creating music compositions. They compose pieces with a simple rhythm and accompaniment in small groups. When creating music pieces, children work on more details of the musical forms. They learn how to build a melody, how to finish a melody or how to start writing a well known melody. They learn how to make a contrast between the parts in their compositions. They are encouraged to perform these compositions for the class. Students learn basic information about famous composers. In addition to singing together as a group, they learn how to play instruments together as a class band or class orchestra. Students are encouraged to join the school choir, the handbell club or the orchestra. Individual instrumental lessons can also be taken. Children sing a range of songs related to

the topics they learnt in class and sing regularly in the assemblies. As a part of the Juilliard music curriculum at BISB children explore the work of J.S. Bach and George Gershwin. They enjoy musical activities related to these composers and their pieces. Through well-known music they learn more about musical forms, notation in different clefs, time signatures and phrasing in music. In the keyboard lab Year 5 and Year 6 children work on improving their keyboard skills.



DRAMA

Learning drama will give your child opportunities to lead, collaborate with others, listen to other viewpoints from different communities and cultures, communicate ideas and feelings through an artistic medium, take risks, persevere and experience joy through performance.

Through the Julliard-Nord Anglia Performing Arts Programme, our drama curriculum is enhanced with core works from different cultures and periods in history providing children with a rich and varied experience. Pupils have one hour-long drama lesson each fortnight with a specialist teacher.

LANGUAGES

NATIVE LANGUAGES

Slovak students have 3 hours per week dedicated to learning Slovak, the curriculum is based on Slovak National Curriculum. The weekly amount of lessons consists of two lessons of Grammar and one lesson of Reading, one lesson of Literature in Y 6. Children read four Slovak fiction books per year which are then studied in greater depth using a reading comprehension diary. Furthermore, students learn facts about Slovak geography, history as well as influential Slovak figures and authors.

Korean students have 2 hours per week dedicated to learning Korean, the curriculum builds on their prior learning and based on the curriculum set by Ministry of Education of Korea. They study with the national textbooks from the second semester of the third grade to the first semester of the fifth grade. It aims to learn how to express their opinions effectively and speaking politely in consideration of the other person's feeling, improve comprehension skills through variety of reading activities and inferring the meaning between the lines, and develop confidence in writing.

MODERN LANGUAGES

Students take 3 hours over 2 weeks of either French, German, or, in Year 6 only, Spanish with the aim of understanding and responding to spoken and written language, to answer simple questions and give basic information, to write short sentences following a model and to fill in words in longer gapped texts.

CONTEXT:

Students play games, hold dialogues in pairs and small groups and for most of the topics also sing songs. Students read books written for children and also shorter texts to develop comprehension. When learning new vocabulary, pupils cover topics such as greetings, colours, school equipment, animals, numbers and parts of the body.

ASSESSMENT:

Pupils are assessed formally and informally based on written mini-tests and classroom observation for participation and speaking ability.

ENRICHMENT

As stated at the outset, the philosophy that underpins our curriculum is that we want all pupils to make the very best of their skills and abilities. This is why after school enrichment is so important to us and why we are always looking for new enrichment activities to provide for our pupils. It enables them to try new things, broaden their skills and develop strengths in the wider curriculum.

We have some enrichment activities provided by staff and others are facilitated by external providers. Here are some examples of the types of enrichment activities on offer to Key Stage 2 pupils:

- Primary Choir
- Orchestra
- Zumba
- Construction
- Football academy
- Creative art
- Nature Club
- Cooking Club

- Rugby
- Running Club
- Slovak for beginners
- Art club
- Reading Club
- Italian club
- Coding Club
- Photography
- Hand Bells
- Acapella Singing
- Rounders and ball skills
- Cartoon drawing
- Design and technology
- Girls' Football
- Gardening Club
- Nature Club
- Cricket Club
- Dance (modern mix)



CURRICULUM MAP - YEAR 5

Literacy skills are taught both discretely and through thematic studies. In Year 5 we focus on the following text types: Classic Fiction; Science Fiction; Film/Drama; Argument and Debate; Journalistic Writing; Information Texts; Instructions and Explanation; Narrative Poetry; Slam Poetry; Imagery; Author Study - Michael Morpurgo / JK Rowling.

READING
<p>WORD READING</p> <ul style="list-style-type: none">■ Pupils can read aloud and understand the meaning of new words, applying growing knowledge of morphology and etymology across a wide range of texts. Pupils can decode most new words outside spoken vocabulary, making a good approximation of the word’s pronunciation: e.g. uses knowledge of ‘obey’ to read and understand obedient, obedience, disobedience, obediently.
<p>COMPREHENSION</p> <p>RANGE OF READING</p> <ul style="list-style-type: none">■ Pupils can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.■ Pupils can read books that are structured differently for a range of purposes, with independence: e.g. manga, graphic novel, and comical history series.■ Pupils can independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters: e.g. Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school. <p>FAMILIARITY WITH TEXTS</p> <ul style="list-style-type: none">■ Pupils become increasingly familiar with a wide range of age-appropriate books and can identify some genres: e.g. fantasy, adventure, comedy, science fiction.■ Pupils can recognise and discuss themes and conventions in age-appropriate texts: e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain ‘heroism’ or ‘loss’ in the context of the writing. <p>POETRY AND PERFORMANCE</p> <ul style="list-style-type: none">■ Pupils learn by heart a wide range of age-appropriate poems.■ Pupils can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone and volume. <p>UNDERSTANDING</p> <ul style="list-style-type: none">■ Pupils can monitor reading of texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context: e.g. attendance register, cash register, noticing something, e.g. ‘He registered that his book had been moved, register of sound or voice, register of communication.■ Pupils can ask themselves questions to improve their understanding when independently reading an age-appropriate text: e.g. I wonder why Mr Napier singles out Ginger for especially unpleasant treatment - could it be because both her parents are teachers in the school or is it because she isn't afraid to speak out?■ Pupils can, when reading independently, identify the main ideas in paragraphs and can summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from the text.

<p>COMPREHENSION</p> <p>INFERENCE - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can draw inferences from their independent reading and explain their thinking, returning to the text to support opinions: e.g. Mr Napier doesn't seem to believe Ginger and wants to get her in trouble. He asks silly questions and the author says he winks at the children in the playground who are laughing at Ginger. Teachers shouldn't do that, it's childish. <p>PREDICTION - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can read 'between the lines' when independently reading and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. I think Ginger will try to set the stray dog free. She is terrified of dogs but she hates to see anything unfair. I know because she just shouted at the school principal for taking down Mr Wong's pictures even though she's scared of him, too. <p>AUTHORIAL INTENT - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can identify language, including figurative language, that the writer has chosen for impact and usually discuss and evaluate the impact on them as a reader: e.g. I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school.■ Pupils can identify distinctive language, structural and presentational features in their independent reading and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently, furthermore. They use top tips and ‘did you know’ fact panels fact panels in nonfiction and can integrate meaning drawn from these with what they have learned from the main text. <p>NON-FICTION - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can distinguish between fact and opinion: e.g. is able to identify that some statements are not backed up with evidence and others are.■ Pupils can identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. They usually record information in a form that can be easily retrieved and usually presents information in ways that are coherent and useful to themselves and others: e.g. has a range of models for making notes like spider grams or a grid of boxes with labels and can quickly find any recorded information for later use. <p>DISCUSSING READING - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can share their opinions about age-appropriate books they have read independently and make appropriate recommendations to their peers, giving reasons for their choices: e.g. There are lots of other Gleitzman books out there and I have read three of them. I think my group would enjoy them because they are all a bit rude and silly in parts · Pupils can usually take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. asking other to justify their opinions and views with evidence for the text.■ Pupils can explain and discuss their understanding of what they have read, through formal presentations and debates.■ Pupils can provide explanations for their views: e.g. I think Gleitzman has been a teacher himself or possibly the child of teachers because he understands what it is like having parents who work in the same school you go to.

WRITING
TRANSCRIPTION
SPELLING
<ul style="list-style-type: none">■ Pupils can spell words with prefixes and suffixes with or without associated changes in spelling.■ Pupils can spell some words with 'silent' letters [for example, knight, psalm, solemn].■ Pupils can continue to distinguish between homophones and other words which are often confused.■ Pupils can draw on a range of known root words to correctly spell inflected words and other words related by meaning.■ Pupils can navigate a dictionary for spelling and definition.
HANDWRITING AND PRESENTATION
<ul style="list-style-type: none">■ Pupils can make choices over letter shapes and joins to ensure fluency, legibility and good presentation.■ Pupils can choose the writing implement that is best suited for a task.
COMPOSITION
PLAN WRITING
<ul style="list-style-type: none">■ Pupils write their own stories based on previous knowledge bout how authors develop characters and settings.■ Pupils can think aloud and record their ideas, sometimes drawing on independent reading and research.■ Pupils can identity the intended audience and purpose for writing and choose a suitable writing model to support their own writing.
DRAFT AND WRITE
<ul style="list-style-type: none">■ Pupils can produce internally coherent paragraphs in a logical sequence.■ Pupils can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.■ Pupils can summarise longer passages.■ Pupils can select appropriate grammar and vocabulary and and begin to understand how such choices can change and enhance meaning.■ Pupils can use further organisational devices to structure text and to guide the reader.
EVALUATE AND EDIT
<ul style="list-style-type: none">■ Pupils can assess the effectiveness of their own and others' writing and suggest improvements according to year group objectives (including vocab, spelling, grammar and punctuation).■ Pupils understand that common group nouns take singular verb form, ensuring the consistent and correct use of tense throughout a piece of writing.■ Pupils can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

VOCABULARY, GRAMMAR AND PUNCTUATION
<ul style="list-style-type: none">■ Pupils can use a thesaurus to introduce varied and precise vocabulary.■ Pupils can use expanded noun phrases to convey precise and detailed information concisely.■ Pupils can convert nouns or adjectives into verbs.■ Pupils can use prefixes to generate new verbs.■ Pupils can use relative clause beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative clause.■ Pupils can use modal verbs or adverbs to indicate degrees of possibility.■ Pupils can use the present perfect form of verbs to mark relationships of time and cause.■ Pupils can use devices to build cohesion, including adverbials of time, place and number.■ Pupils can identify which word, phrase or clause of a sentence needs parenthesis.■ Pupils can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently.■ Pupils are consistent in deploying commas to clarify meaning to avoid ambiguity.

SPEAKING AND LISTENING
<ul style="list-style-type: none">■ Pupils can listen and respond appropriately to adults and their peers.■ Pupils can ask relevant questions to extend their understanding and knowledge.■ Pupils can use relevant strategies to build their vocabulary.■ Pupils can articulate and justify answers, arguments and opinions.■ Pupils can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.■ Pupils can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.■ Pupils can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.■ Pupils can speak audibly and fluently with an increasing command of English.■ Pupils can participate in discussions, presentations, performances, role play, improvisations and debates.■ Pupils can gain, maintain and monitor the interest of the listener(s).■ Pupils can consider and evaluate different viewpoints, attending to and building on the contributions of others.■ Pupils can select and use appropriate registers for effective communication.

Maths and Science are taught as discrete subjects with an emphasis on problem solving and investigations.

MATHS
<p>NUMBER AND PLACE VALUE</p> <ul style="list-style-type: none">■ Read, write, order and compare numbers to at least 1000 000 and determine the value of each digit e.g. order a set of multi-digit numbers from smallest to largest - 37 700, 737 570, 737 507, 37 570.■ Count forwards or backwards in steps of powers of 10 from any given number up to 1000 000 e.g. 197 000, 198 000, 199 000, 200 000, 201 000...■ Round any number up to 1000 000 to the nearest 10,100 and 1000 e.g. 265 946 to the nearest 1000 (266 000).■ Solve number problems and practical problems that involve number, place value and rounding e.g. What number is halfway between 560 500 and 560 600?■ Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero e.g. count back in threes: 8, 5, 2, -1, -4, -7...■ Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule e.g. find the rule and complete the sequence.■ Read Roman numerals.
<p>ADDITION AND SUBTRACTION</p> <ul style="list-style-type: none">■ Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).■ Add and subtract numbers mentally with increasingly large numbers e.g. 15 400 - 2000 = 13 400.■ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.■ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. I have read 124 of the 526 pages of my book; how many more pages must I read to reach the middle?
<p>MULTIPLICATION AND DIVISION</p> <ul style="list-style-type: none">■ Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations.■ Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.■ Know and use the vocabulary of prime numbers and composite (non-prime) numbers.■ Establish whether a number up to 100 is prime and recall prime numbers up to 19.■ Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.■ Solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors e.g. $8284 \div 36 = (8284) \div (4 \times 9) = 2074 \div 9 = 23$.■ Multiply and divide numbers mentally drawing upon known facts e.g. 60×9.■ Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 e.g. $456 \div 100=4.56$

<p>MULTIPLICATION AND DIVISION</p> <ul style="list-style-type: none">■ Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. <p>e.g. $40 \times 8=500 - \square$</p> <ul style="list-style-type: none">■ 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 e.g. $98 \div 4 = 24 \text{ r } 2 = 24 \frac{2}{4} = 24.5 \sim 25$■ Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).■ Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.eg a toymaker can make 8 toys in 2 hours; how many toys can he make in 5 hours?
<p>FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)</p> <ul style="list-style-type: none">■ Know that percentages, decimals and fractions are different ways of expressing proportions.■ Count forwards and backwards in fractions and decimals bridging zero.■ Compare and order fractions whose denominators are all multiples of the same number e.g. put these fractions in order from the smallest: $\frac{5}{12}$, $\frac{5}{6}$, $\frac{11}{12}$, $\frac{2}{3}$.■ Identity, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths making links to decimals and measures e.g. $\frac{37}{100}$ metre = 0.37m.■ Read and write decimal numbers as fractions e.g. $0.71 = \frac{71}{100}$.■ Mentally add and subtract:■ tenths e.g. $0.8 - 0.3$■ one-digit whole numbers and tenths e.g. $3.4 + 2.6$■ complements of 1 e.g. $0.85 + 0.15 = 1$■ Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with a denominator of a hundred, and as a decimal fraction e.g. $43\% = \frac{43}{100} = 0.43$■ Recognise that percentages are proportions of quantities (e.g. 40% of the class are boys; what percentage are girls?), as well as operators on quantities (e.g. find 40% of 30 children).■ Connect fractions >1 to division with remainders e.g. $\frac{5}{4} = 5 \div 4=1\frac{1}{4}$■ Recognise mixed numbers and improper fractions and convert from one form to the other e.g. $5 \frac{2}{3} = \frac{17}{3}$ and write mathematical statements >1 as a mixed number e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$■ Add and subtract fractions with the same denominator and multiples of the same number e.g. $\frac{2}{3} + \frac{1}{6} = \frac{5}{6}$■ Find fractions of numbers and quantities e.g. $\frac{3}{4}$ of £14■ Connect multiplication by a fraction to using fractions as operators e.g. $\frac{2}{3}$ of 12 = $12 \times \frac{2}{3}$■ Add and subtract decimals with a different number of decimal places e.g. $102.3 + 97.82$■ Round decimals with two decimal places to the nearest whole number and to one decimal place e.g. $27.59=27.6$ (1d.p.)■ Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents e.g. $\frac{650}{1000} = \frac{65}{100} = 0.65$

<p>FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)</p> <ul style="list-style-type: none">■ Read, write, order and compare numbers with up to three decimal places e.g. put these decimals in order starting from the smallest: 0.457, 0.42, 0.46, 0.426■ Solve problems and puzzles involving number up to three decimal places, checking the reasonableness of answers.■ Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.e.g. $12/20 = 60/100 = 0.6 = 60\%$■ Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. e.g. use egg boxes to represent $25/6 \times 3 = 615/6 = 83/6 = 81/2$
<p>MEASUREMENT</p> <ul style="list-style-type: none">■ Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) e.g. 15.7cm = 157mm.■ Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres e.g. find the perimeter of an L shape where one or two side lengths are not given.■ Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.■ Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.■ Estimate volume e.g. using 1 cm³ blocks to build cubes and cuboids and capacity e.g. using water.■ Solve problems involving converting between units of time e.g. write these lengths of time in order, starting with the smallest: 250sec, 90min, 1/2 hour, 4min.■ Calculate the area of scale drawings using given measurements. e.g. calculate the area of a 5cm x 3cm garden on a scale drawing with a scale 1cm:2m (60m²).■ Understand and use equivalences between metric and common imperial units such as inches, pounds and pints e.g. Given that an inch is approximately 2.5cm, calculate the metric equivalent of a foot (12 inches).
<p>GEOMETRY</p> <ul style="list-style-type: none">■ Identify 3-D shapes, including cubes and other cuboids, from 2-D representations e.g. using isometric paper.■ Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles.■ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.■ Use the properties of rectangles to deduce related facts and find missing lengths and angles e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles.■ Draw given angles, and measure them in degrees (°).■ Identify angles at a point and one whole turn (total 360°), angles at a point on a straight line and 14 a turn (total 180°),other multiples of 90°.■ Use angle sum facts and other properties to make deductions about missing angles.

<p>GEOMETRY</p> <ul style="list-style-type: none">■ Use the term diagonal and make conjectures about the angles formed by diagonals and sides, and other properties of quadrilaterals, e.g. using dynamic geometry ICT tools.■ Distinguish between regular and irregular polygons based on reasoning about equal sides and angles e.g. sort triangles and quadrilaterals into regular and irregular sets, realising that only the equilateral triangles and the squares are regular.
<p>STATISTICS</p> <ul style="list-style-type: none">■ Complete, read and interpret information in tables, including timetables.■ Solve comparison, sum and difference problems using information presented in a line graph e.g. on a distance-time graph, how long did it take to travel a particular distance?■ Connect work on coordinates and scales to their interpretation of time graphs.■ Begin to decide which representations of data are most appropriate and why.

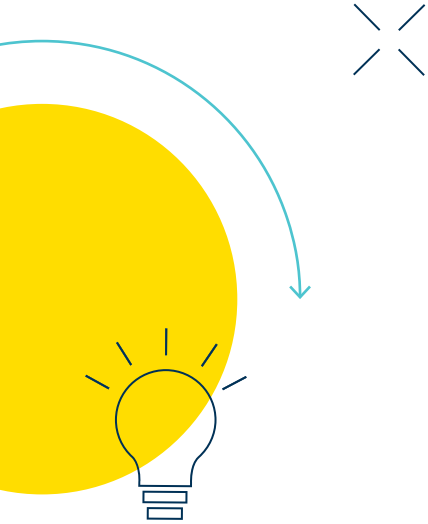
SCIENCE
<p>WORKING SCIENTIFICALLY</p> <p>PLANNING INVESTIGATIONS</p> <ul style="list-style-type: none">■ Pupils can, with support, answer questions using evidence gathered from different types of scientific enquiry, e.g. comparing life cycles of different plants using change over time, surveys and secondary research.■ Pupils can, with prompting, identify and manage variables, e.g. when exploring falling paper cones. <p>CONDUCTING EXPERIMENTS</p> <ul style="list-style-type: none">■ Pupils can, following discussion of alternatives, select appropriate equipment, e.g. using a shadow stick and measuring length and angle of shadow.■ Pupils can take measurements that are precise as well as accurate, e.g. measuring the force needed to pull different shapes of boat through the water.■ Pupils will know how to process repeat readings, e.g. when timing falling objects. <p>RECORDING EVIDENCE</p> <ul style="list-style-type: none">■ Pupils can start to use labelled diagrams to show more complex outcomes, e.g. comparing the time of day at different places on the Earth.■ Pupils can use various ways to record complex evidence, e.g. when investigating how gears and levers enable a small force to have a larger effect.■ Pupils can use a line graph to record basic data, e.g. length and mass of a baby as it grows. <p>REPORTING FINDINGS</p> <ul style="list-style-type: none">■ Pupils can write a conclusion using evidence and identifying causal links, e.g. investigating what makes a parachute fall quicker.■ Pupils can display and present key findings from enquiries orally and in writing, e.g. suggesting reasons for similarities and differences between various animals.■ Pupils can indicate why some results may not be entirely trustworthy, e.g. when timing falling objects.

WORKING SCIENTIFICALLY CONCLUSIONS AND PREDICTIONS <ul style="list-style-type: none">■ Pupils can suggest further relevant comparative or fair tests, e.g. when testing materials for various properties to determine their suitability for an application.
BIOLOGY <ul style="list-style-type: none">■ Pupils can identify similarities and differences in two different life cycles, e.g. sparrow and butterfly, with reference to eggs and intermediate stages.■ Pupils can describe the changes as humans develop to old age, e.g. trends in changes to size, weight, mobility etc.■ Pupils can describe in sequence the stages of reproduction in some plants and animals, e.g. dog and a thistle.
CHEMISTRY <ul style="list-style-type: none">■ Pupils can test and sort a range of materials based on their physical properties.■ Pupils can describe how some materials, e.g. sugar, will dissolve and can be retrieved.■ Pupils can justify separation techniques proposed, with reference to materials being separated.■ Pupils can show how the original materials can be retrieved from each of these changes.■ Pupils can identify reactants and products of chemical changes and recognise these as being irreversible.■ Pupils can use evidence to justify the selection of a material for a purpose.
PHYSICS <ul style="list-style-type: none">■ Pupils can explain that gravity causes objects to fall towards earth.■ Pupils can describe how motion may be resisted by air resistance, water resistance or friction.■ Pupils can describe how some devices may turn a smaller force into a larger one.■ Pupils can draw a diagram or use a model to describe planetary orbits.■ Pupils can draw a diagram or use a model to describe the moon’s orbit around the Earth.■ Pupils can describe the sun, earth & moon as spheres.■ Pupils can use a diagram or model to explain why the sun seems to travel across the sky, and what causes day and night.

Other Core skills are listed below and taught through the thematic studies.

OTHER SUBJECTS
GEOGRAPHY <ul style="list-style-type: none">■ Pupils can name & locate countries, cities, regions & features of locality.■ Pupils can understand latitude, longitude, equator, hemispheres, tropics, polar circles & time zones.■ Pupils will study a region of Europe, and of the Americas.■ Pupils can understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.■ Pupils can use 4 and 6-figure grid references on OS maps.■ Pupils can use fieldwork to record & explain areas.
HISTORY <ul style="list-style-type: none">■ European History (taught chronologically)■ Broader History Research Project■ Ancient Greece
COMPUTING <ul style="list-style-type: none">■ Pupils can design & write programs to solve problems.■ Pupils can use sequences, repetition, inputs, variables and outputs in programs.■ Pupils can detect & correct errors in programs.■ Pupils can understand uses of networks for collaboration & communication.■ Pupils will be discerning in evaluating digital content.
MODERN LANGUAGES <ul style="list-style-type: none">■ Pupils can listen & engage.■ Pupils can engage in conversations, expressing opinions.■ Pupils can speak in simple language & be understood.■ Pupils can develop appropriate pronunciation.■ Pupils can present ideas & information orally.■ Pupils can show understanding in simple reading.■ Pupils can adapt known language to create new ideas.■ Pupils can describe people, places &things.■ Pupils can understand basic grammar, e.g. gender.

OTHER SUBJECTS
DESIGN & TECHNOLOGY <ul style="list-style-type: none">▪ Pupils can use research & criteria to develop products which are fit for purpose and aimed at specific groups.▪ Pupils can use annotated sketches, cross-section diagrams & computer-aided design.▪ Pupils can analyse and evaluate existing products and improve own work.▪ Pupils can use mechanical & electrical systems in own products, including programming.▪ Pupils can cook savoury dishes for a healthy & varied diet.
ART & DESIGN <ul style="list-style-type: none">▪ Pupils can use sketchbooks to collect, record, review, revisit and evaluate ideas.▪ Pupils can improve mastery of techniques such as drawing, painting and sculpture with varied materials.▪ Pupils will learn about great artists, architects & designers.



CURRICULUM MAP - YEAR 6

Literacy skills are taught both discretely and through thematic studies. In Year 6 we focus on the following text types: Modern Classic Fiction; Stories with flashbacks; Historical Fiction; Mystery Stories; Non-Chronological

reports; Persuasive writing; Biographies and Autobiographies; Free form poetry; Classic Poetry; Author study - Philip Pullman.

READING
<p>RANGE OF READING</p> <ul style="list-style-type: none">■ Pupils can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays non-fiction and reference books, including some whole books, that they have read for themselves, expressing views and preferences about authors, poets and genres, justifying them by reference to the text.■ Pupils can select and read books making effective use of the structure: e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction.■ Pupils can make comparisons within and between books and between versions of the same text, giving examples to support opinions: e.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent. <p>FAMILIARITY WITH TEXTS</p> <ul style="list-style-type: none">■ Pupils are familiar with a wide range of age-appropriate books and can independently identify, name and describe some genres: e.g. espionage, magical worlds, comedy.■ Pupils can independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. isolation, flashback in narrative. <p>POETRY AND PERFORMANCE</p> <ul style="list-style-type: none">■ Pupils can select and learn by heart an increasing range of age-appropriate poems.■ Pupils can prepare, read aloud and perform poems and play scripts showing understanding of intonation, tone and volume so as to gain and maintain the attention of an audience. <p>UNDERSTANDING</p> <ul style="list-style-type: none">■ Pupils can monitor reading for sense and self-correct when they misread and can explore how the same word can have different meanings in different contexts: e.g. dissolve, solution (in Science), ‘He dissolved in tears’, Parliament was dissolved, there was no solution to the problem.■ Pupils can ask themselves questions to improve their understanding when independently reading texts: e.g. Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back?■ Pupils can, when reading books independently, identify the main ideas in paragraphs and can produce a succinct summary, paraphrasing the main ideas. <p>INFERENCE - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can draw inferences from their independent reading and explain their thinking, routinely returning to the text to support opinions: e.g. Mr Pendanski sits in a circle with the boys and asks them about their future. He seems to really care about them because he won’t let X-ray laugh at the idea of Magnet being an animal trainer. He talks to all of them with respect but he’s not soft because he tells them they are each the only person responsible for them being there.

<p>PREDICTION - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can read ‘between the lines’ when independently reading and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader e.g. I think we’re being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author just made sure in the previous chapter that we know the boys use holes to go to the bathroom so the reader is being set up for it. Magnet also warns him, and often when a character gets a warning it also warns the reader the bad thing is going to happen. <p>AUTHORIAL INTENT-FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can identify language, including figurative language the writer has chosen for impact, and discuss and evaluate the impact on them as a reader: e.g. The author says Stanley’s water canteen banged against his chest as he ran, reminding him every time it hit that it was empty, empty, empty. The author repeats the word empty to echo the thumping of the canteen, and he writes about the canteen reminding Stanley as if it were alive and a character. It made me feel thirsty and desperate like Stanley.■ Pupils can identify distinctive language, structural and presentational features in their independent reading and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. recognises the shape a range of poetic forms make on the page such as ballads, sonnets, haiku; recognises nuances of meaning between similar words, such as respect and deference; uses a wide range of presentational features to draw meaning from non-fiction texts such as pie charts, Venn diagrams, maps with keys, cross-sectional diagrams. <p>NON-FICTION - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.■ Pupils can identify questions to be answered and use the specific features of non-fiction texts to answer them. They can record information in a form that can be easily retrieved and present it in ways that are coherent and useful to themselves and others. <p>DISCUSSING READING - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can share their opinions about they have read independently and make appropriate recommendations to their peers, giving reasons for their choices: e.g. I would recommend Tolkien’s The Hobbit to my group because there are two great films to go with the book and we really enjoyed exploring how episodes from our novel had been adapted for film and discussing which we preferred.■ Pupils can take part in discussions about books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. suggesting alternative interpretations and being open to those suggested by others.■ Pupils can give thorough explanations of their points and prepare responses to likely conflicting opinions.■ Pupils can justify views offering coherent evidence to support them: e.g. I think Sachar is really writing about the power for good and bad that some people have over others, especially adults over children, because all the way through the book Stanley seems powerless and at the mercy of the adults around him. Even at the end it is adults who set him free.

WRITING
<p>TRANSCRIPTION</p> <p>SPELLING</p> <ul style="list-style-type: none">■ Pupils spell most common ps, psy, gn and silent n words correctly.■ Pupils are able to draw on a wider range of known root words to correctly spell inflected words and other words related by meaning; operates some successful strategies for learning and recalling spelling of anomalous words.■ Pupils turn confidently and readily to the dictionary to find the initial letter of any word, using the guide words to fine tune their search to the third or fourth letter and beyond, then independently reads and understands the definition. <p>HANDWRITING AND PRESENTATION</p> <ul style="list-style-type: none">■ Pupils can make choices over letter shapes and joins to ensure fluency, legibility and good presentation.■ Pupils can select the appropriate writing instrument.
<p>COMPOSITION</p> <p>PLANNING WRITING</p> <ul style="list-style-type: none">■ Pupils can identify the intended audience and purpose for writing and choose a suitable writing model to support their writing.■ Pupils can draw imaginatively on what they have learned about how authors develop characters and settings to help them create their own.■ Pupils can think aloud and record their ideas, drawing on independent reading or research. <p>DRAFT AND WRITE</p> <ul style="list-style-type: none">■ Pupils can produce coherent paragraphs in a logical sequence. They understand and deploy some hooking and organisational devices to create cohesion between paragraphs.■ Pupils can describe settings, characters and atmosphere. They integrate dialogue to convey character and advance the action, evoking atmosphere through detailed description, portraying characters through meaningful interaction.■ Pupils can select appropriate grammar and vocab and are beginning to understand how such changes can change and enhance meaning.■ Pupils can usually summarise longer passages, identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions.■ Pupils can write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing.■ Pupils consciously choose the appropriate register (standard or colloquial language as appropriate) for writing. <p>EVALUATE AND EDIT</p> <ul style="list-style-type: none">■ Pupils can assess the effectiveness of their own and others' writing and suggest improvements according to year group objectives (including vocab, spelling, grammar and punctuation).

VOCABULARY, GRAMMAR AND PUNCTUATION
<ul style="list-style-type: none">■ Pupils can use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language.■ Pupils can use expanded noun phrases to convey complicated information concisely.■ Pupils can convert nouns or adjectives into verbs.■ Pupils can use prefixes to generate new verbs.■ Pupils can use the passive voice appropriately in independent writing such as writing up a Science investigation.■ Pupils can use embedded relative clauses or an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetical commas.■ Pupils confidently use modal verbs or adverbs to indicate degrees of possibility.■ Pupils confidently use the present perfect form of verbs to mark relationships of time and cause and are able to choose the past present form to mark relationships of time and cause.■ Pupils can use devices to build cohesion, including adverbials of time, place and number.■ Pupils can use punctuation from previous years and can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists.■ Pupils punctuate bullet points accurately and use hyphens to avoid ambiguity.■ Pupils can use articles accurately.
SPEAKING AND LISTENING
<ul style="list-style-type: none">■ Pupils can listen and respond appropriately to adults and their peers.■ Pupils can ask relevant questions to extend their understanding and knowledge.■ Pupils can use relevant strategies to build their vocabulary.■ Pupils can articulate and justify answers, arguments and opinions.■ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.■ Pupils can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.■ Pupils can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.■ Pupils can speak audibly and fluently with an increasing command of English■ Pupils can participate in discussions, presentations, performances, role play, improvisations and debates.■ Pupils can gain, maintain and monitor the interest of the listener(s).■ Pupils can consider and evaluate different viewpoints, attending to and building on the contributions of others.■ Pupils can select and use appropriate registers for effective communication.

Maths and Science are taught as discrete subjects with an emphasis on problem solving and investigations.

MATHS
<p>NUMBER AND PLACE VALUE</p> <ul style="list-style-type: none">■ Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit e.g. What must be added to 26 523 to change it to 54 525?■ Round any whole number to a required degree of accuracy e.g. round 265 496 to the nearest 10 000 (270 000).■ Solve number and practical problems that involve number, place value and rounding e.g. What is the largest 5-digit number whose digits sum to 20? (99200); What is the smallest number which rounds to 35 000, to the nearest 1000? (34 500); What is the smallest 4-digit integer whose digits sum to 207(10199).■ Use negative numbers in context, and calculate intervals across zero e.g. how much warmer is 5°C than -4°C? (9°C).
<p>ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION</p> <ul style="list-style-type: none">■ Continue to use all the multiplication tables to 12 x 12 in order to maintain their fluency e.g. 84 = 7 x 12.■ Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division.■ Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.■ Perform mental calculations, including with mixed operations and large numbers e.g. (13 500 X 2) ÷ 9 = 3000■ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. There are 6534 cars parked in a 3-storey car park; 1398 are on the first floor and 3765 are on the second floor; how many cars are parked on the third floor?■ Solve problems involving addition, subtraction, multiplication and division e.g. 396 children and 37 adults went on a school trip; buses seat 57 people; how many buses were needed?■ Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. e.g. find the perimeter of a football pitch with side lengths 105.3m and 46.8m (estimate: (105+45)x2=300m; actual: (105.3+46.8)x2=304.2m (same number of decimal places as numbers in the question).■ Identity common factors, common multiples and prime numbers e.g. common factors of 12 and 15 are 1 and 3; common multiples of 4 and 6 are 12, 24, 36...; prime numbers are numbers with exactly 2 factors e.g. 2,3, 5, 7, 11, 13,...■ Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.■ Use their knowledge of the order of operations to carry out calculations involving the four operations and using brackets; e.g. 2 +1 x 3 = 5 and (2 +1) x 3 = 9.

<p>FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)</p> <ul style="list-style-type: none">■ Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.■ Use their knowledge of the order of operations to carry out calculations involving the four operations and using brackets; e.g. 2 + 1 x 3 = 5 and (2 + 1) x3 = 9.■ Use common factors to simplify fractions e.g. as the numerator and denominator have a common factor of 4,12/16 can be simplified to 3/4; use common multiples to express fractions in the same denomination e.g. as the denominators have a common multiple of 12,3/4 and 5/6 can both be expressed in twelfths i.e. 9/12 and 10/12 respectively.■ List equivalent fractions to identify fractions with common denominators.■ Compare and order fractions, including fractions >1 e.g. put these fractions in order from the smallest: 5/4,5/8,3/2,14/8.■ Identify the value of each digit to three decimal places and multiply and divide numbers by 10,100 and 1000 where the answers are up to three decimal places e.g. 205.6 +100 =2.056■ Multiply one-digit numbers with up to two decimal places by whole numbers e.g. 0.6 x 7■ Recall and use equivalences between simple fractions, decimals and percentages, including in diff erent contexts e.g. order 4/5, 75%, 0.9, 19/20■ Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction e.g. 5/8■ Use understanding of relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity e.g. if 1A of a length is 36cm, then the whole length is 36 x 4 = 144cm.■ Add and subtract fractions with diff erent denominators and mixed numbers, using the concept of equivalent fractions e.g. 1/2 + 1/8 = 5/8■ Use written division methods in cases where the answer has up to two decimal places e.g. 458 ÷ 8 = 57.25■ Multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers e.g. 3.15 x 62■ Solve problems which require answers to be rounded to specified degrees of accuracy and check the reasonableness of answers.■ Use a variety of images to support understanding of multiplication with fractions.■ Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. x 1/2 = 1/8■ Divide proper fractions by whole numbers e.g. 1/3 ÷ 2 = 1/6
<p>RATION AND PROPORTION</p> <ul style="list-style-type: none">■ Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. adjust a recipe for 4 people, to serve 20 people.■ Solve problems involving similar shapes where the scale factor is known or can be found e.g. two rectangular picture frames are the same shape, but one is bigger than the other; the smaller one measures 10cm by 15cm; the larger frame has a width of 30cm, what is its length?■ Begin to use the notation a : b to record ratio.■ Solve problems involving the calculation of percentages (e.g. measures) such as 15% of 360 and the use of percentages for comparison.

RATION AND PROPORTION

- Link percentages of 360° to calculating angles of pie charts.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples e.g. for every egg you need three spoons of flour; how many eggs are needed for 12 spoons of flour?

ALGEBRA

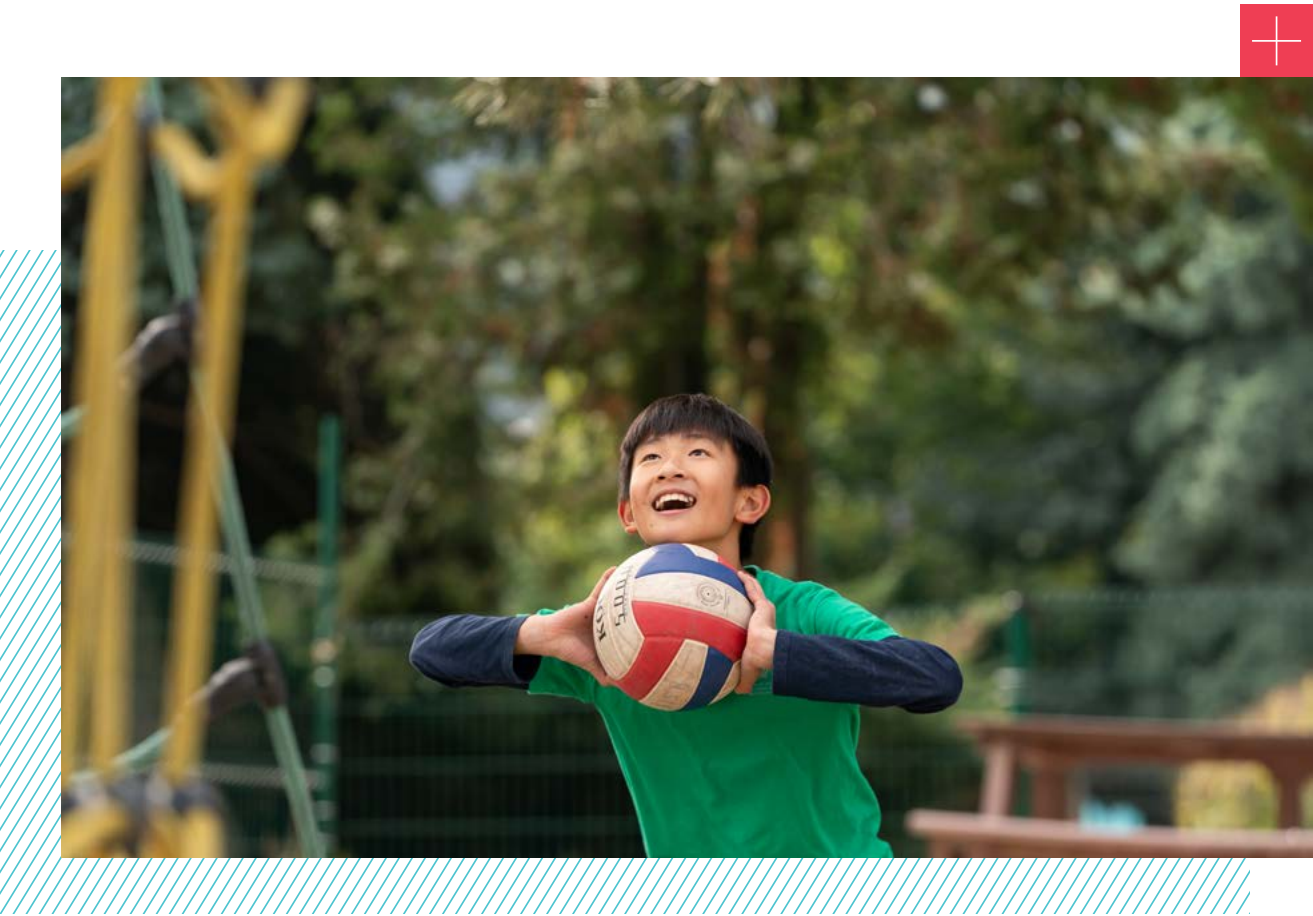
- Use symbols and letters to represent variables and unknowns in mathematical situations...
 - missing numbers, lengths, coordinates and angles e.g. $3x=24$ or the angles in a triangle are 35°, 120° and y° ; find y
 - know and use mathematical and science formulae such as Area = length x width ($A=lw$).
- Express missing number problems algebraically e.g. $17 = x + 4.5$
- Use simple formulae expressed in words e.g. write a formula for the number of months, m , in y years. ($y=12m$).
- Enumerate all possibilities of combinations of two variables e.g. investigate how many different ways 2 red eggs can be placed in a 6-space egg carton, by starting with a 3-space carton, 4-space carton etc?
- Generate and describe linear number sequences e.g. write the first 5 terms in a ‘decrease by 9’ sequence starting from 20, or find the n th term of a simple sequence e.g. 4,8,12,16,... $4n$.
- Find pairs of numbers that satisfy number sentences involving two unknowns. e.g. $a - b = 5$, give pairs of values that a and b could have (e.g. 8,3 or 6.5,1.5 or...) or $pxq=24$; if p and q are both positive, even numbers, list all the possible combinations (e.g. $2 \times 12, 4 \times 6, \dots$).

MEASUREMENT

- 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 three decimal places e.g. $4.52\text{kg} = 4520\text{g}$; $1.005\text{km} = 1005\text{m}$.
- Recognise that shapes with the same areas can have different perimeters and vice versa e.g. investigate rectangles with areas of 24cm^2 to find which has the smallest perimeter.
- Recognise when it is possible to use formulae for area of shapes e.g. find the length of rectangle which is 4m wide and has the same area as a square with a side length of 8cm.
- Calculate the area of triangles, relating it to the area of rectangles, e.g. compare the ‘counting squares’ method to using the formula for the area of a triangle.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate e.g. Ben walked 850m to the bus stop, travelled on a bus for 8.67km and then a train for 120.9km; how far did he travel altogether?
- Convert between miles and kilometres and other units commonly used e.g. know that a mile is approximately 1.6km (and 1km is approximately 0.6miles) and use this to make rough calculations.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3) and extending to other units, such as mm^3 and km^3 .
- Begin to use compound units for speed e.g. miles per hour.

GEOMETRY

- Draw 2-D shapes using given dimensions and angles using measuring tools and conventional markings and labels for lines and angles e.g. same length lines, parallel lines and same size angles.
- Recognise, describe and build simple 3-D shapes, including making nets e.g. investigate different nets for a cube, recognising when ‘nets’ will fold to make a cube and when they will not.
- Compare and classify geometric shapes based on their properties and sizes (e.g. parallel sides, line symmetry, types of angles etc) 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 describing them algebraically e.g. $a=180-(b+c)$.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius describing it algebraically as $d=2r$.
- Describe positions on the full coordinate grid (all four quadrants) e.g. $(-3,7)$.
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Predict missing coordinates of quadrilaterals by using the properties of shapes, which may be expressed algebraically e.g. translating vertex (a, b) to $(a-2, b+3)$, or find the other vertices of a square, given two of them are (a, b) and $(a+d, b+d)$.
- Draw and label a pair of axes in all four quadrants with equal scaling.



SCIENCE
WORKING SCIENTIFICALLY
PLANNING INVESTIGATIONS
<ul style="list-style-type: none">■ Pupils can answer questions using evidence gathered from different types of scientific enquiry, e.g. comparing life cycles of different plants using change over time, surveys and secondary research.■ Pupils can identity and manage variables, e.g. when exploring falling paper cones.
CONDUCTING EXPERIMENTS
<ul style="list-style-type: none">■ Pupils can, following discussion of alternatives, select appropriate equipment, e.g. using a shadow stick and measuring length and angle of shadow.■ Pupils can take measurements that are precise as well as accurate, e.g. measuring the force needed to pull different shapes of boat through the water.■ Pupils know how to process repeat readings, e.g. when timing falling objects.
RECORDING EVIDENCE
<ul style="list-style-type: none">■ Pupils can start to use labelled diagrams to show more complex outcomes, e.g. comparing the time of day at different places on the Earth.■ Pupils can use various ways to record complex evidence, e.g. when investigating how gears and levers enable a small force to have a larger effect.■ Pupils can use a line graph to record basic data, e.g. length and mass of a baby as it grows.
REPORTING FINDINGS
<ul style="list-style-type: none">■ Pupils can write a conclusion using evidence and identifying causal links, e.g. investigating what makes a parachute fall quicker.■ Pupils can display and present key findings from enquiries orally and in writing, e.g. suggesting reasons for similarities and differences between various animals.■ Pupils can indicate why some results may not be entirely trustworthy, e.g. when timing falling objects.
CONCLUSIONS AND PREDICTIONS
<ul style="list-style-type: none">■ Pupils can suggest further relevant comparative or fair tests, e.g. when testing materials for various properties to determine their suitability for an application.
PHYSICS
<ul style="list-style-type: none">■ Pupils can represent light using straight line ray diagrams.■ Pupils can draw diagrams using straight lines showing light travelling to the eye.■ Pupils can explain how we can see an object by referring to light travelling into the eye.■ Pupils can draw a diagram showing an object, shadow and light to relate object shape to shadow shape.■ Pupils can explain how number and voltage of cells affects a lamp or buzzer.■ Pupils can explain the use of switches, how bulbs can be made brighter and buzzers made louder.■ Pupils can represent a circuit that has been constructed using symbols.

Other Core skills are listed below and taught through the thematic studies.

OTHER SUBJECTS
GEOGRAPHY
<ul style="list-style-type: none">■ Pupils can name & locate counties, cities, regions & features of locality.■ Pupils can understand latitude, longitude, equator, hemispheres, tropics, polar circles & time zones.■ Pupils will study a region of Europe and of the Americas.■ Pupils can understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.■ Pupils can use 4 and 6-figure grid references on OS maps.■ Pupils use fieldwork to record & explain areas.
HISTORY
<ul style="list-style-type: none">■ European History (taught chronologically)■ Broader History Study(skopírovať z predchádzajúceho)■ Non-European society
COMPUTING
<ul style="list-style-type: none">■ Pupils can design & write programs to solve problems.■ Pupils can use sequences, repetition, inputs, variables and outputs in programs.■ Pupils can detect & correct errors in programs.■ Pupils can understand uses of networks for collaboration & communication.■ Pupils will be discerning in evaluating digital content.
ART & DESIGN
<ul style="list-style-type: none">■ Pupils can use sketchbooks to collect, record, review, revisit and evaluate ideas.■ Pupils will improve mastery of techniques such as drawing, painting and sculpture with varied materials.■ Pupils will learn about great artists, architects & designers.



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