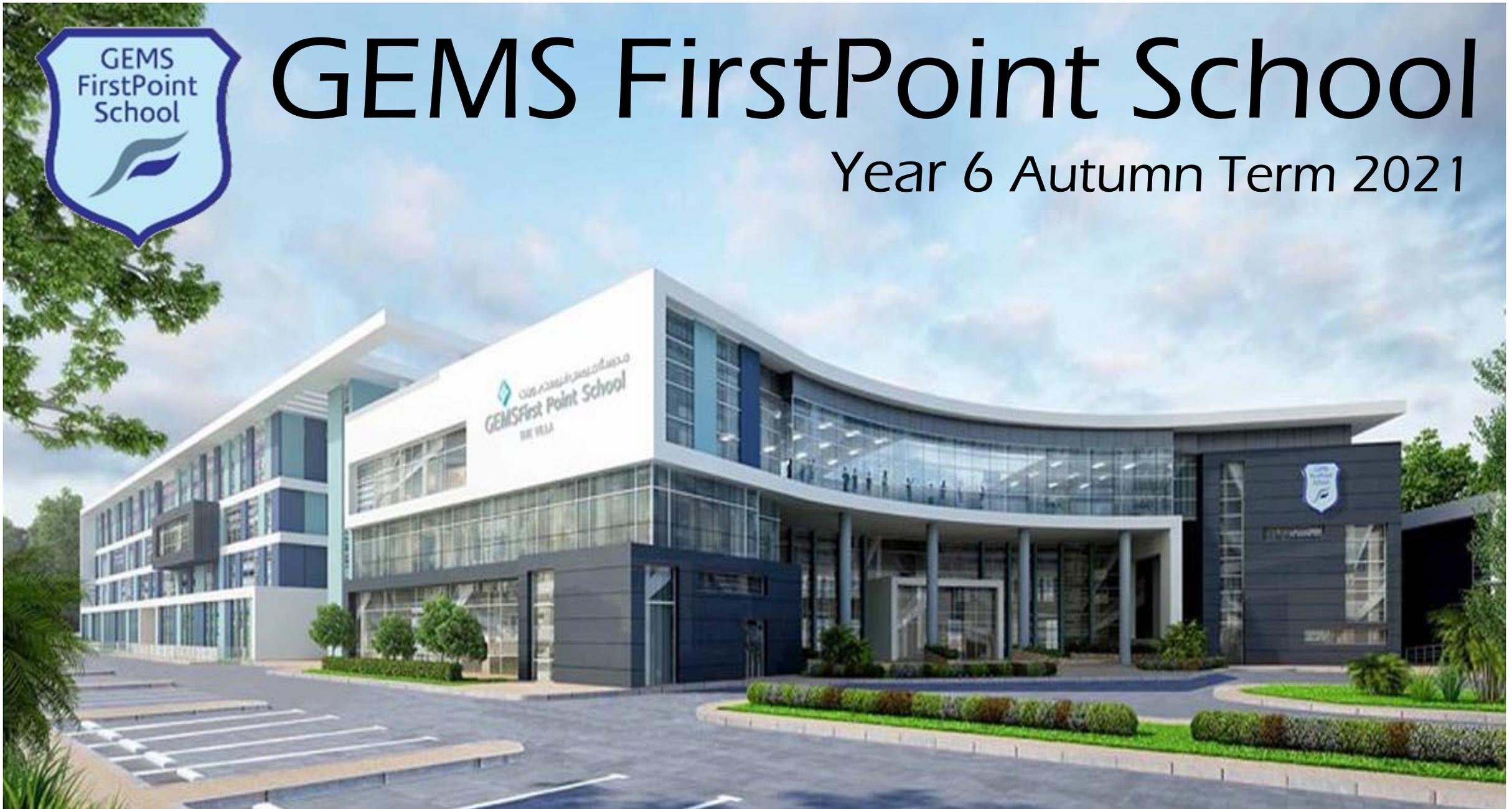
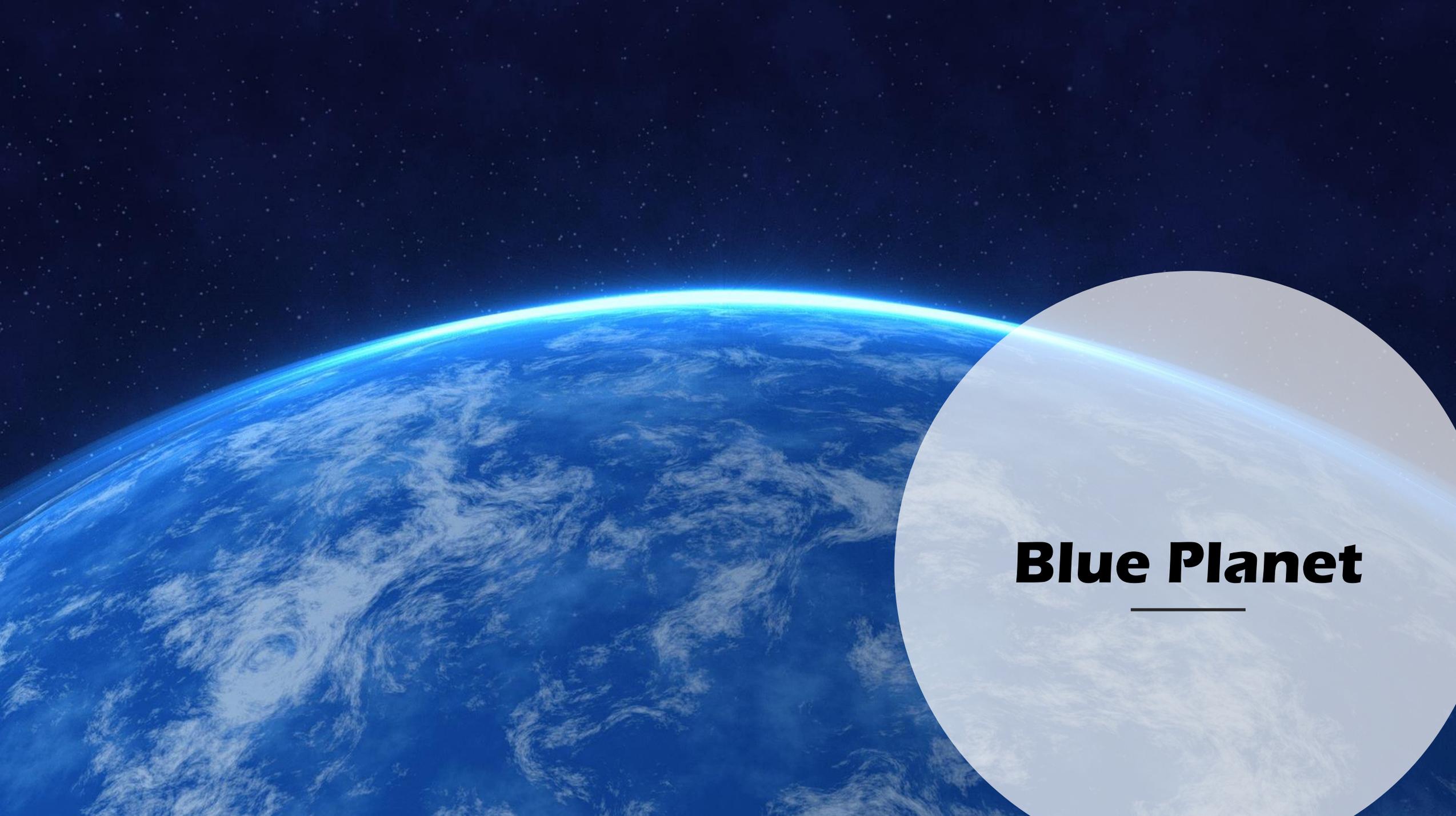




# GEMS FirstPoint School

Year 6 Autumn Term 2021





# **Blue Planet**

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## Overall Learning Focus:

### Why is water such an important part of our lives?

#### Real Life Links / Careers :

By researching how water is used globally, and how this has evolved throughout history, students will understand the vital role that water plays in not only helping us to survive, but also in creating jobs around the world! Furthermore, students will consider how pollution and human actions have impacted the environment and what initiatives are in place to tackle this!

#### Core Values:

Exploring – exploring how water is used around the world as a part of daily life and exploring how artists represent water.

Caring – carrying out research and creating a plan to combat the water crisis in the UAE.

Inquiring – Research into the different uses of water and how this differs globally.

Creating – Creating own water inspired artwork!

#### Topic Hook/Stunning Start:

Hosted by David Attenborough, students will work their way through the Blue Planet quiz show! In teams, the students must use the clues to work out the steps in the learning journey for Term 1!

Each class will also use recyclable materials to bring their Theme displays to life!

#### Trips and Events:

Expo Visit - SUSTAINABLE PLANET  
We will explore the beauty of our amazing planet and experience how the choices we make today affect the world of tomorrow.

#### Community Links:

##### UAE/real life Links:

The Sea Turtles' Rehabilitation Centre in Dubai.

Expo 2020 – The Sustainability Pavillion.

#### Fantastic Finish:

There is a water crisis within the UAE! Y6 will showcase their learning by becoming water warriors. They will suggest solutions by preparing a pitch that could be shared with the Sheikh detailing what can be done about this crisis.

### Balanced Arguments

- To identify the audience for and purpose of the writing.
- To select the appropriate form and use similar writing as models for their own.
- To use relative clauses beginning with *who*, *which*, *where* and *when* and/or with an implied relative pronoun.
- To use embedded clauses.
- To use contrasting conjunctions.
- To use models to build banks of vocabulary around a topic.
- To use text mapping to plan a balanced argument.
- To write a balanced argument.

### Journalistic Writing

- To identify the audience for and purpose of the writing.
- To select the appropriate form and use similar writing as models for their own.
- To distinguish between statements of fact and opinion.
- To build cohesion between paragraphs.
- To use direct and reported speech and relative punctuations.
- To use models to build banks of vocabulary around a topic.
- To use text mapping to plan a newspaper report.
- To write a newspaper report.



# Writing across the Curriculum



### Narrative

- To identify the audience for and purpose of the writing.
- To apply the features of narrative writing.
- To apply consistent and accurate tense.
- To select appropriate and effective vocabulary.
- To describe settings, characters and atmosphere and integrate dialogue to convey character.
- To evaluate and edit by assessing their writing.
- To assess the effectiveness of their writing.
- To use models to build banks of vocabulary around a topic.
- To use text mapping to plan and write a narrative.

### Narrative Poetry

- To identify the features of a narrative poem.
- To understand and use rhyme and rhythm.
- To use similes, metaphors, alliteration and personification.
- To assess the effect imagery has on a reader.
- To orally rehearse a narrative poem.
- To write a narrative poem.
- To edit and improve a narrative poem.

## Spelling

- To use further prefixes and suffixes and understand the guidance for adding them.
- To spell some words with 'silent' letters.
- To continue to distinguish between homophones and other words which are often confused.
- To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- To use dictionaries to check the spelling and meaning of words.

## Punctuation

- To use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up].
- To use the colon to introduce a list.
- To use of semi-colons within lists.
- To apply bullet points to list information.
- To explore how hyphens can be used to avoid ambiguity.
- To use brackets, dashes or commas to indicate parenthesis.



# Spelling, Punctuation and Grammar



## Grammar

- To consolidate the difference between structures typical of informal speech and formal speech.
- To demonstrate an understanding of how modal verbs function.
- To consolidate their knowledge of linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections.
- To use adverbials including contrasting adverbials.
- To consolidate accurate use of tense throughout their writing to suit different text types.

## Terminology

- Subject and Object
- Active and Passive
- Synonym and Antonym
- Ellipsis
- Hyphen
- Colon
- Semi-colon
- Bullet points



# Maths Units



## Number - Number and Place Value

- To read and write numbers up to 10 000 000 and determine the value of each digit.
- To compare and order numbers up to 10 000 000 and determine the value of each digit.
- To round any whole number to a required degree of accuracy.
- To use negative numbers in context and calculate intervals across zero.
- To solve number and practical problems that involve all the above.

## Number - Addition and Subtraction

- To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- To solve problems involving addition, subtraction, multiplication and division.
- To identify common factors, common multiples and prime numbers.
- To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- To perform mental calculations, including with mixed operations and large numbers.

## Number – Multiplication and Division.

- To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- To 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.
- To divide numbers up to 4 digits by a two-digit number using the formal written method of **short division** where appropriate, interpreting remainders according to the context.
- To use their knowledge of the order of operations to carry out calculations involving the four operations.



# Core Curriculum - Subject Areas



## Science

- To research work of Carl Linnaeus.
- To classify living things based on specific characteristics and use a classification key.
- To communicate ideas about different groups of animals using scientific vocabulary.
- To describe features of microorganisms.
- To identify water habitats of the UAE.
- To research the parts of the human circulatory system.
- To communicate information about the circulatory system.
- To use scientific diagrams to demonstrate understand about the parts of the heart.
- To describe how blood travels in the circulatory system.
- To observe and record heart rate over time (table and line graph).
- To recognise how diet, exercise and lifestyle can affect bodily functions.

## Social Studies

- To explain how significant individuals and their ideas and beliefs have influenced the history.
- To inquiry about a topic in history, examine various sources, interpret findings, and use evidence to draw conclusions that respond the inquiry.
- To examine a historical event from various perspectives.
- To examine causes and outcomes of a selected historical event
- To compare models for organizing history into periods

## Moral Education

- To be able to explain the meaning of care kindness and generosity to other students and the teacher, including examples of situations in which students (or people they know) have demonstrated these values in everyday life.
- To tell other students how they perceive an ethical dilemma (e.g. in a story the students read) with a fair degree of clarity.
- To restate succinctly the key points of a fellow student's perception of an ethical dilemma, check for accuracy and give the original speaker an opportunity to clarify.
- To identify the feelings of different people (or characters in a story) who find themselves in an ethical dilemma.



# Thematic Curriculum - Subject Areas



## Geography

- To locate rivers and lakes of the world.
- To identify the importance of fresh water sources.
- To describe the water cycle and explain its importance.
- To assess importance of water in different locations.
- To research conflict over water use.
- To describe and understand key aspects of:
  - Physical geography, including: rivers, mountains
  - Human geography, including: distribution of natural resources including energy, food, minerals, and water supplies.
- To identify and describe how the physical features affect human activity.
- To use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

## History

- To discuss the impact bodies of water have had on civilisations through history.
- To discuss how rivers have influenced modern day life.
- To apply these skills to the local history of the UAE.

## Art

- To create a colour palette based upon colours observed in the natural or built world.
- To use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- To combine colours, tones and tints to enhance the mood of a piece.
- To use brush techniques and the qualities of paint to create texture.
- To evaluate learning that I produce by suggesting strengths and improvements.



# Thematic Curriculum - Subject Areas



## Computing

- To explain why it is important to be kind and polite online and in real life.
- To understand that not everyone is who they say they are on the Internet.
- To explain about what makes a secure password and why they are important.
- To use the safety features of websites as well as reporting concerns to an adult.
- To recognise websites and games appropriate to age.
- To ask an adult before downloading files and games from the Internet.
- To post positive comments online.
- To recognise what cyberbullying looks like
- To know who to tell about bullying.
- To understand why some people use cyberbullying and how to help them.

## Design & Enterprise

- To conduct research using a wide range of sources and own investigations eg. Surveys to develop design criteria.
- To investigate the sources and origins of a variety of materials and foods.
- To evaluate outcomes using a variety of different processes.
- To use appropriate tools and equipment to complete practical tasks.
- To apply drawing and rendering skills to design ideas.

## PE

### Athletics

- To practice and master the jumping technique in a range of events.
- To practice and master the throwing techniques in a range of events.
- To practice and master the running techniques in a range of events.

## Gymnastics

- To be aware of the different positions their body can do.
- To plan a sequence for others to perform.
- To use some complex moves to link between moves in a sequence without walking.
- To perform in a solo or group sequence using some complex moves, showing clarity in the moves.

## Swimming

- To swim 25 meters front crawl/breast stroke. using the full stroke technique; arms, legs, body position and breathing.
- To attempt the butterfly with correct legs and breathing.
- To perform some basic rescues (torpedo boy, rope throw and rescue ring).
- To swim with my head up for 10 metres.
- To do a racing dive start and a head first surface dive.
- To dolphin kick for at least 10 metres.
- To retrieve many objects from the bottom of the deep end
- To perform a tumble turn and a backwards roll.



# Thematic Curriculum - Subject Areas



## Music

- To sing songs about the ocean from memory in front of an audience.
- To sing a longer countermelody within a small group.
- To find and play most of the notes on a keyboard and/or xylophone.
- To play simple rhythms mostly accurately (body percussion or percussion instruments).
- To rehearse/practise longer melodic patterns accurately.
- To improvise simple melodic patterns (4-5 notes) and develop these into ostinati
- To improvise a variety of longer rhythm patterns.
- To organise musical ideas together within a structure.
- To create a soundscape representing the oceans.
- To describe music using musical terms such as: melody; chord; rhythm; pitch; dynamics.
- To describe and explain their creative decisions in some detail.

## Drama

- To identify the key features of physical theatre.
- To understand the genre of physical theatre.
- To explore the use of body as prop
- To experiment with transitional movements.
- To explore the use of movement as a method of communication to an audience.
- To understand how performers must use their eyeline and entire body to portray character.
- To devise in small groups to demonstrate an understanding of the key techniques.
- To perform, using taught techniques, to an audience.
- To show an understanding of purpose and audience in physical theatre.
- To evaluate the success of their own performances.

## Modern Foreign Languages (MFL)

- To talk about school subjects and one's preferences.
- To give reasons with justifications and to be able to disagree!
- To understand the 24 hour clock and describe your school timetable.
- To compare school in France with school in the UAE.
- To detail the snacks one eats at break and lunch time.
- To discuss the ways in which one uses their devices.
- To investigate the sports we play as a class.
- To compare and contrast the different activities one does during their spare time.
- To evaluate your opinions of different hobbies.
- To describe what your friends do as pastimes.

## Arabic A

- يستخدم المتعلم كلمات النص الشعري في شرح المعنى الإجمالي في النص وحفظه .
- يحدد المتعلم الفكر الرئيسية والتفاصيل الداعمة في نصوص أو قصص .
- يفسر المتعلم معاني الكلمات والمصطلحات في النص المعلوماتي من خلال الترادف والتضاد والاشتراك اللفظي مستخدمًا المعاجم.
- يقرأ المتعلم نصوصًا نثرية وشعرية بطلاقة مع مراعاة التعبير عن الانفعالات والمشاعر.
- يكتب نصوصًا تحوي فقرات متعددة وتركز حول فكرة مركزية مستخدمًا سياق منطقي وموظفًا أدوات الربط ومنهجيًا موضوعه بفقرة ختامية.
- يلخص المتعلم المعلومات والفكر الرئيسية في نص سردي بصورة شفوية.
- يتحدث بوضوح لتقديم معلومات عن موضوع أو فكرة أو موقف مستخدمًا اللغة العربية الفصيحة ونبرة صوت وسرعة ووتيرة مناسبة..

## Arabic B

- To communicate in uncomplicated tasks related to simple situations.
- To produce a short and simple text with strong cohesion.
- To understand the main points and opinions in short written texts using a range of familiar vocabulary.
- To understand sentences (one sentence at a time) in several basic, personal and social contexts.
- To identify the subject and doer in the sentence.

## Islamic

- To analyse the reward of a man on the day of judgment.
- To explore the three themes of the Surah.
- To recite and memorise the Surah, and to think deeply of its meanings.
- To value the impact of believing in the day of judgment on believer's manners.
- To read the Hadeeth properly.
- To explain the main meaning of the Hadeeth.
- To explore the conditions of the congregational prayer.
- To conclude the benefits of congregational Prayer.
- To analyze the provisions of the congregational Prayer.
- To discover What is Al Maspoq Prayer.