

Panaga School

Primary Six Learning Outline



A World United in Learning



At Panaga School English and Mathematics are taught in line with frameworks from the 2014 Curriculum for England. Children are assessed at regular intervals over the year and at the end of the school year.



Art, Design Technology, Geography, History and Society are taught using the International Primary Curriculum (IPC). This is a comprehensive, thematic, creative curriculum with a clear process of learning and with specific learning goals for the subjects, for international mindedness and for personal learning. The IPC has been designed to ensure rigorous learning but also to help teachers make all learning exciting, active and meaningful for children.

Learning with the IPC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries. The IPC is used by schools in more than 90 countries around the world. Through the provision of a well-balanced curriculum the children will be encouraged to develop their academic and personal skills to their highest possible level. We aim for them to take greater responsibility for developing and driving their own learning forward. We provide them with opportunities to ask questions, to make links across the curriculum by using and applying their knowledge, skills and understanding across different subjects and to reflect on their next steps.

The Personal Qualities

The IPC Personal Qualities underpin the individual attributes and learning dispositions we believe children will find essential in the 21st century. The personal qualities will enable children to be at ease with the continually changing context of their lives. Opportunities for the children to experience and develop these qualities are built into the learning tasks within each unit of work, they are also referenced by teachers across all other areas of the school curriculum. There are 8 IPC Personal Qualities - enquiry, resilience, integrity, communication, reflection, cooperation, respect and adaptability.

International Mindedness

The IPC is unique in defining International Learning Goals that help young children begin the move towards an increasingly sophisticated national, international, global and intercultural perspective and develop a sense of 'international mindedness'. Each IPC unit has embedded within it, across the different subjects, learning-focused activities that help children start developing a global awareness and gain an increasing sense of themselves, their community and the world around them, as well as inspiring positive action and engagement with local and global issues.

PE, Music & Digital Education

Children will be taught by specialist teachers in these subject areas. Using both the IPC and other curriculum programmes the children receive an integrated and comprehensive learning experience. Thematic links with classroom learning are exploited while separate skills teaching is also a focus.

English Overview

ENGLISH

Routines for English learning in Milepost Two are continued into Milepost Three. Spelling and reading are taught discretely while writing is taught through the process of Talk for Writing. Where possible English learning is linked to other areas of the curriculum such as writing recounts of events, posters to publicise class events, or within the context of their IPC Unit.

Speaking and Listening

The learning environments are organized to promote speaking and listening in all areas of the curriculum. The children have frequent opportunities to work with their peers in a variety of different groupings which enables them to ask questions and use discussion and learning conversations to explore new topics and speculate on different issues. They are able to voice their own opinions whilst respect others' opinions, learning to respond appropriately in a structured and thoughtful manner. They adapt the way that they speak to suit different situations and audiences and show an understanding of the influence of purpose. They use dramatic techniques to develop performances.

Spelling

Children continue to develop, apply and use the allocated spelling rules and procedures from the UK Department of Education 2014 framework documentation while writing independently. In P6 children will consolidate P5 spelling work and cover the areas listed in the table below. To do this we use the 'No Nonsense Spelling Scheme'. They will also develop personalised vocabulary books.

Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Development of the effective use of a spelling book/ vocabulary book	Endings which sound like /jəs/ spelt -cious or -tious	Endings which sound like /jəl/	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Words ending in –able and –ible Words ending in –ably and –ibly	Adding suffixes beginning with vowel letters to words ending in –fer

Reading

In P6 most children will be reading confidently. The focus moves to children reading and discussing an increasingly wide range of literary texts; fiction, poetry, plays, non-fiction and reference books. Children will use their knowledge of spelling patterns and grammatical structures to decode and read with greater fluency, accuracy and understanding. They will learn to think more critically about the choices authors make to influence their readers, discussing how figurative language, structure and presentation contribute to the impact of the overall text. To develop an understanding and appreciation of the texts they encounter, pupils will learn to express their opinions and support their views by referencing the text.

Home reading books are changed once children notify the class teacher a book is completed. They visit the library once a week to choose their own books.

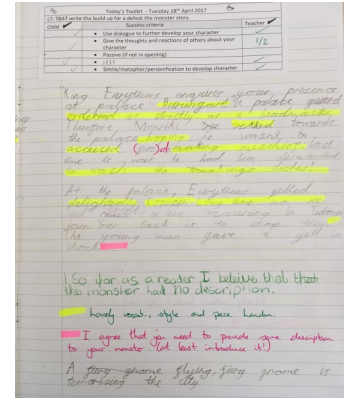
Handwriting

Children are expected to continue to develop their joined writing skills. The target for all children is to be able to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words. Presentation of work will also be emphasised and developed throughout the year.

Writing

Writing is taught using the Talk for Writing approach. This enables the children to imitate and innovate given text structures and genres within their own writing through planning, drafting and editing. Pupils will be working with a range of non-fiction texts and narrative genres including; journey tales, defeat the monster tales, tales of fear, warning tales, finding and rags to riches tales. Writing focuses on the children developing interesting narratives adapting writing styles to suit different genres and audiences, selecting appropriate grammar and vocabulary to change or enhance meaning. Children will write longer passages of writing using a range of cohesive devices such as grammatical connections and adverbials. Children are encouraged to review their writing to make improvements, including editing for spelling errors.

Writing is organised in paragraphs evidencing a wide range of sentences, such as complex sentences using subordinate clauses and short sentences developing impact. The use of punctuation extends to include ellipses, commas, brackets and dashes in writing.



English Objectives

Learning targets in Primary 6

As children get older, they will increasingly take responsibility for their own reading. That's not to say that parents can't help though. Encourage your child to read independently but also take the opportunity to discuss it with them and to have them explain their understanding to you.

In Milepost 3, your child will build on their work from Milepost 2 to become more independent in both their reading and their writing. Your child will increasingly meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts. Their knowledge of grammar will also increase.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In P6 and 7, some focuses may include:

- Speak clearly in a range of contexts, using Standard English where appropriate
- Monitor the reactions of listeners and react accordingly
- Consider different viewpoints, listening to others and responding with relevant views
- Use appropriate language, tone and vocabulary for different purposes

Reading skills

- Read a wide range of fiction, non-fiction, poetry, plays and reference books
- Learn a range of poetry by heart
- Perform plays and poems using tone, volume and intonation to convey meaning
- Use knowledge of spelling patterns and related words to read aloud and understand new words
- Make comparisons between different books, or parts of the same book
- Read a range of modern fiction, classic fiction and books from other cultures and traditions
- Identify and discuss themes and conventions across a wide range of writing
- Discuss understanding of texts, including exploring the meaning of words in context
- Ask questions to improve understanding of texts
- Summarise ideas drawn from more than one paragraph, identifying key details
- Predict future events from details either written in a text or by 'reading between the lines'
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language, including figurative language, to affect the reader
- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading
- Participate in formal presentations and debates about reading
- Provide reasoned justifications for views

Figurative language includes metaphorical phrases such as 'raining cats and dogs' or 'an iron fist', as well as using language to convey meaning, for example by describing the Sun as 'gazing down' upon a scene.

Themes & Conventions

As children's experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary-writing, or themes such as heroism or quests.

Writing skills

- Write with increasing speed, maintaining legibility and style
- Spell some words with silent letters, such as knight and solemn
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Select appropriate grammar and vocabulary to change or enhance meaning
- Develop setting, atmosphere and character, including through dialogue
- Write a summary of longer passages of writing
- Use a range of cohesive devices
- Use advanced organisational and presentational devices, such as bullet points
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Use a thesaurus

- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses
- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause
- Recognise the difference in informal and formal language
- Use grammatical connections and adverbials for cohesion
- Use ellipses, commas, brackets and dashes in writing
- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently

Cohesive devices are words or phrases used to link different parts of writing together. These may be pronouns such as 'he' or 'it' to avoid repeating a name, or phrases such as 'After that...' or 'Meanwhile' to guide the reader

Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

- Noun phrase: a group of words which takes the place of a single noun.
Example: The big brown dog with the fluffy ears.
- Modal verb: a verb that indicates possibility. These are often used alongside other verbs.
Example: will, may, should, can.
- Relative clause: a clause which adds extra information or detail.
Example: The boy who was holding the golden ticket won the prize.
- Passive verb: a form of verb that implies an action being done to, rather than by, the subject.
Example: The boy was bitten by the dog.
- Perfect form: a form of verb that implies that an action is completed.
Example: The boy has walked home.

Mathematics Overview

A Mastery Curriculum

The principal focus of our Mathematics learning is to develop a mastery approach. The emphasis is upon depth of understanding across learning. Challenge is provided by going deeper within a concept rather than moving on to new mathematical content. We use the Rising Stars Mathematics Program to support the planning and assessment of learning.

We aim that our children gain:

- Deep and sustainable learning
- An ability to build on previous knowledge
- An ability to reason about a concept and make connections
- Sound procedural and conceptual understanding


What you will typically see:

- The large majority of our pupils progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.
- Teachers will use the concrete, pictorial and abstract approach (CPA) to ensure that procedural and conceptual understanding are developed simultaneously.

Areas of Study

Number	Algebra	Ratio, proportion and rates of change
Geometry and measures	Probability	Statistics

The following is an indicative example of the sorts of tasks and questions that provide evidence of mastery and mastery at depth in multiplication and division appropriate within Primary 6.

Mastery	Mastery With Greater Depth
<p>Sally's book is 92 pages long.</p> <p>If she reads seven pages each day, how long will she take to finish her book?</p>	<p>A 5p coin has a thickness of 1.7 mm. Ahmed makes a tower of 5p coins worth 50p.</p> <p>Write down the calculation you would use to find the height of the tower.</p> 

P6 Mathematics Objectives

Mathematics in P6

During the years of upper Key Stage 2 (P6 and 7), children use their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division, and meeting new material. In P6, this includes more work on calculations with fractions and decimals, and using considerably larger numbers than previously.

Parent Tip

Much of the knowledge in P6 relies on number facts being easily recalled. For example, to find common factors or to make simple conversions, knowledge of multiplication tables is essential. Any practice at home to keep these skills sharp will certainly be appreciated by your child's class teacher!

Number and Place Value

- Recognise and use the place value of digits in numbers up to 1 million (1,000,000)
- Use negative numbers, including in contexts such as temperature
- Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000
- Read Roman numerals, including years

Calculations

- Carry out addition and subtraction with numbers larger than four digits
- Use rounding to estimate calculations and check answers are of a reasonable size
- Find factors of multiples of numbers, including finding common factors of two numbers
- Know the prime numbers up to 19 by heart, and find primes up to 100
- Use the standard methods of long multiplication and short division
- Multiply and divide numbers mentally by 10, 100 or 1,000
- Recognise and use square numbers and cube numbers

Factors are numbers which multiply to make a product, for example 2 and 9 are factors of 18.

Common factors are numbers which are factors of two other numbers, for example 3 is a factor of both 6 and 18.

Fractions and Decimals

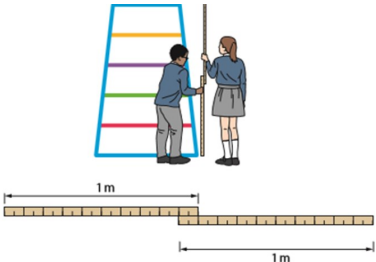

- Put fractions with the same denominator into size order, for example recognising that $\frac{3}{5}$ is larger than $\frac{2}{5}$
- Find equivalents of common fractions
- Convert between improper fractions and mixed numbers, for example recognising that $\frac{5}{4}$ is equal to $1\frac{1}{4}$
- Add and subtract simple fractions with related denominators, for example $\frac{2}{3} + \frac{1}{6} = \frac{5}{6}$
- Convert decimals to fractions, for example converting 0.71 to $\frac{71}{100}$
- Round decimals to the nearest tenth
- Put decimals with up to three decimal places into size order
- Begin to use the % symbol to relate to the 'number of parts per hundred'

In a fraction, the numerator is the number on top; the denominator is the number on the bottom.

Measurements

- Convert between metric units, such as centimeters to meters or grams to kilograms
- Use common approximate equivalences for imperial measures, such as $2.5\text{cm} \approx 1\text{ inch}$
- Calculate the area of rectangles using square centimetres or square meters
- Calculate the area of shapes made up of rectangles
- Estimate volume (in cm^3) and capacity (in ml)

An example of mastery in Measurement in P6

Mastery	Mastery With Greater Depth
<p>Joe and Kate are using two metre sticks to measure the height of the climbing frame. Their measurements are shown in the diagram.</p>  <p>How tall is the climbing frame?</p>	<p>A 1.2 m ribbon and a 90 cm ribbon are joined by overlapping the ends and gluing them together. The total length of ribbon needs to be 195 cm long.</p>  <p>How much should the two pieces overlap?</p>

Shape and Position

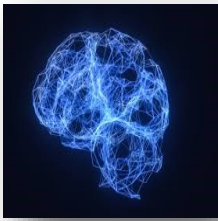
- Estimate and compare angles, and measure them to the nearest degree
- Know that angles on a straight line add up to 180° , and angles around a point add up to 360°
- Use reflection and translation to change the position of a shape

Graphs and Data

- Read and understand information presented in tables, including timetables
- Solve problems by finding information from a line graph

International Primary Curriculum

IPC in Primary 6



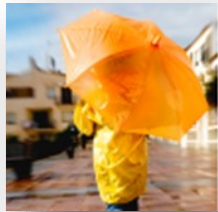
Brainwaves: Metacognition

Do you remember learning about the brain? We are going to find out more about how our brain and memory work to help us learn. This three week unit is all about metacognition! It will help us with all our future learning and actually make us better learners!



CE 900

What holds an empire together? Perhaps it is faith – a belief in a single god or many different gods. Perhaps it is dependency – a need to work together and to help one another. Or perhaps it is leadership – strong individuals whose power and wisdom are admired. These bonds help to make empires strong. But the bigger they become, the more difficult they are to hold together...



Weather and Climate

Differences in weather and climate affect our lives and our lifestyles. We cannot control our weather and climate, but they can control us - influencing where we live, what we can do, what we wear, even what we eat! In this unit we will be finding out about the differences between weather and climate, and the important role they play in the lives of everyone on the planet.



Fairgrounds

We all know that fairground rides are designed to ignite our senses, through fear, excitement and the unexpected but how does this happen? How are these rides powered in a way which enables them to speed up and slow down at just the right moments, whilst staying on a track that twists upside down? As technologists and designers, we will use the science behind the rides to create our own fairground rides and games.

International Primary Curriculum

Students will focus on learning targets in the following areas:

History	Geography	Design, Technology & Innovation
Art	International	Science

Students are assessed against the following key skills as part of their learning:

Science

To be able to conduct scientific investigations posing scientific questions
To be able to choose an appropriate way to investigate a scientific issue
To be able to make systematic and accurate measurements from their observations
To be able to explain and justify their predictions, investigations, findings and conclusions
To be able to record and communicate their findings accurately using the most appropriate medium and the appropriate

Geography

To be able to identify geographical patterns and to use their knowledge and understanding to explain them
To be able to use appropriate geographical vocabulary to describe and interpret their surroundings
To be able to use instruments to make measurements
To be able to use appropriate techniques to gather information
To be able to make plans and maps in a variety of scales using symbols and keys
To be able to use and interpret globes and maps in a variety of scales
To be able to explain how physical and human processes lead to similarities and differences between places
To be able to communicate their knowledge and understanding of geography in a variety of ways

Art

To be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences
To be able to communicate through visual and tactile forms

History

To be able to find out about aspects of the past from a range of sources
To be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied
To be able to describe how the history of one country affects that of another
To be able to place the events, people and changes in the periods they have studied into a chronological framework

Technology

To be able to respond to identified needs, wants and opportunities with informed designs and products
To be able to gather and use information to suggest solutions to problems
To be able to devise and use step-by-step plans
To be able to work with a variety of tools and materials with some accuracy

International

To be able to explain how the lives of people in one country or group are affected by the activities of other countries or group
To be able to identify ways in which people work together for mutual benefit

You Can Do It!

The You Can Do It! (YCDI!) curriculum is a social and emotional learning programme taught on a weekly basis in P6. The aims of the programme are to develop children as learners, while equipping them with the skills of organisation, resilience, confidence, persistence and the ability to get along with others. The programme focuses on allowing children the opportunity to be happy and successful individuals.



The areas focused on in P6 include:

Relationships



Achievement



Wellbeing



Social-emotional blockers



Specialist Subject Areas

PHYSICAL EDUCATION

Children will continue to extend their skills from Milepost 2. They will participate in football, netball, touch rugby, softball, badminton, table-tennis and dance. Those who excel, will be given the opportunity to represent the school at the Brunei Junior Sports League. They will be given termly fitness-tests in areas such as speed, agility, power, flexibility and endurance. Children will be expected to self and peer evaluate and to work together to use methods to improve their own fitness. Swimming will be taught by our swimming.

DIGITAL EDUCATION

Children will be using digital technology across the curriculum, but also as a discrete lesson once a week. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Children will use sequence, selection, and repetition in programs; work with variables and various forms of input and output, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

DESIGN TECHNOLOGY/ART

In Milepost 3 children will have the opportunity to develop their DT and Art skills linking the learning to the IPC units wherever possible. In DT they will be able to respond to identified needs, wants and opportunities with informed designs and products. They will execute their ideas devising and using step-by-step plans before creating them using a variety of tools and materials with some accuracy. In Art they will use a wide variety of materials, forms and techniques to express their emotions, observations and experiences and also develop the skills to communicate through visual and tactile forms.

MUSIC /PERFORMING ARTS

Music is delivered through Musical Contexts. The programme is based on the structure of the National Curriculum for Music. Lessons will be linked to the IPC units wherever possible. Children will be involved in exploring sound; listening, observing, describing and responding to different sounds and music. They will also be involved in developing performances both vocal and instrumental. Throughout the year they will also have the opportunity to compose, improvise, create and develop their own musical ideas recording them using a range of musical notation.

MODERN FOREIGN LANGUAGES (MFL)

Children will have the opportunity to learn Malay, Mandarin or French. The main areas of study will involve the children in speaking and listening activities, responding to increasingly more challenging oral instructions, reading and responding to texts and writing. They will have the opportunity to develop their conversational skills and their understanding of vocabulary relating to a variety of common topics.