



KNES Primary School Course Outline Year 6 Term 3

Term Overview.

This term yr 6 students will deal with grammar and punctuation, vocabulary, comprehension, spelling and various forms of writing through their study of a range of fiction and non-fiction texts. There will also be weekly spelling tests to ensure student vocabulary continues to grow.

In Mathematics we will deal with Place Value, ordering and rounding, Paper and pencil procedure- Multiplication and Division, Money and 'real-life' problems, Ratio and proportion, Percentages, Handling Data, Space and Shape- Angles. There will also be weekly Mental Maths tests.

In History we will learn about Invaders and Settlers with particular focus on the Vikings. For Geography, we will look at England, Europe and Kenya.

In Science we will learn about Changing Circuits and How we See Things.

Homework will also be given daily and non-completion of homework will affect the student's final mark.

Class Rules:

Students, please remember:

- If you are absent, it is **your responsibility** to get your homework assignment from a classmate and submit it when you return.
- Homework left at home will be considered as **not being done**.
- If you miss a test or deadline on an assignment, you will receive **0%** unless you can provide a letter from a **medical doctor** to show you were not able to attend.
- It is your responsibility to come to class with the **necessary books** and other items- they are of no value to you sitting at home.
- You are to use washrooms **before school and during scheduled breaks**. You are not to be asking to leave class to use the washroom except in 'emergencies' which should not occur often.
- When you hear the bell at the start of the day or at break time, **line up immediately**.
- Be sure to buy food in the cafeteria **before the last minutes of your break**; you cannot bring the food and/or drink into class.

Unit Outline Literacy Yr 6 Term 3

Unit	Task/Topic/Area	Learning Outcome. Students will be able to:-
1	<p><u>Travellers' Tales: Non-fiction skills</u> <u>Text: The Hostile Desert</u></p> <ul style="list-style-type: none"> • <u>Text level skills</u> (Creative writing and comprehension): Autobiography <p>Comprehension</p> <ul style="list-style-type: none"> • <u>Word level skills</u> (Spelling and Vocabulary): Hyperbole <p>Suffixes 'ous' and 'ious'</p> <ul style="list-style-type: none"> • <u>Sentence level skills</u> (Grammar): Noun and verb agreement Clauses and conjunctions 	<ul style="list-style-type: none"> • Distinguish between biography and autobiography • Develop the skills of biographical and autobiographical writing in role • Write a travel autobiography • Comment critically on language, style, grammar of text • Answer questions on text: The Hostile Desert • Understand hyperbole • Use independent spelling strategies, including building up spellings, using known suffixes • Use word roots and suffixes as a support for spelling • Revise the conventions of standard English • Investigate connecting words and phrases • Form complex sentences through using different connecting devices
2	<p><u>Ancient Greece: Non-fiction skills</u> <u>Text: Sport in Ancient Greece</u></p> <ul style="list-style-type: none"> • <u>Text level skills</u> (Creative writing and comprehension): Paragraphs Comprehension <ul style="list-style-type: none"> • <u>Word level skills</u> (Spelling and Vocabulary): Prefixes 'f' and 'fe' endings <ul style="list-style-type: none"> • <u>Sentence level skills</u> (Grammar): Verb tenses Phrase and clause order 	<ul style="list-style-type: none"> • Make notes on the Olympic Games. Sort the information into paragraphs and present as an ordered final report • Make notes on the events of the Early Olympic games by skimming text • Explore prefixes with Greek or Latin roots • Learn spelling convention for pluralizing nouns ending in -f or -fe. • Revise verb tenses, including simple and continuous forms • Construct complex sentences. See effect on meaning of changing clause position
3	<p><u>Alien visitors: Non-fiction skills</u> <u>Text: UFOs</u></p> <ul style="list-style-type: none"> • <u>Text level skills</u> (Creative writing and comprehension): Convincing your audience-debate Comprehension <ul style="list-style-type: none"> • <u>Word level skills</u> (Spelling and Vocabulary): Proverbs Adding 'll' prefixes and suffixes <ul style="list-style-type: none"> • <u>Sentence level skills</u> (Grammar): 'Helper' verbs Colons and semi-colons 	<ul style="list-style-type: none"> • Write a report to persuade, including information that argues against an alternative point of view. • Recognise how a balanced argument is constructed through the linking of points and presentation of evidence. • Explore origin and use of common proverbs. • Learn spelling conventions for adding a prefix or a suffix ending in ll to a word • Use correctly 'helper' or auxiliary verbs • Use correctly colons, e.g. before a list or a quotation, and semi-colons, e.g. between clauses in a compound sentence
4	<p><u>Cliffs: Fiction skills</u> <u>Text: The Coming of the Iron Man</u></p> <ul style="list-style-type: none"> • <u>Text level skills</u> (Creative writing and comprehension): Book Reviews Comprehension <ul style="list-style-type: none"> • <u>Word level skills</u> (Spelling and Vocabulary): 	<ul style="list-style-type: none"> • Identify features of a book review. Comment on and write book reviews. • Analyse the plot of the story in order to predict events • Solve and compile simple word games, using definitions as clues. • Identify unstressed vowels and consonants in words. Devise mnemonics to aid spelling. • Explore origins of common expressions

	<p>Word games Unstressed letters</p> <ul style="list-style-type: none"> • <u>Sentence level skills</u> (Grammar): Idiom origins Practising punctuation 	<ul style="list-style-type: none"> • Revise basic punctuation, including narrative text and direct speech
5	<p><u>Mysteries: Fiction skills</u> <u>Text: The Mystery of the Mary Celeste</u></p> <ul style="list-style-type: none"> • <u>Text level skills</u> (Creative writing and comprehension): Mystery stories Comprehension • <u>Word level skills</u> (Spelling and Vocabulary): Idioms Spelling by analogy • <u>Sentence level skills</u> (Grammar): 'is', 'are', 'was', and 'were' Avoiding repetition 	<ul style="list-style-type: none"> • Make notes on setting, characters and plot for a science fiction story. Plan and write science fiction story. • Analyse how author of text builds up suspense. • Revise use of idioms. • Recognise analogies between words as an aid to spelling. • Revise use of auxiliary/helper verbs is/are and was/were. • Identify and remove repetition in sentences, especially redundant prepositions.
6	<p><u>Buried Treasure: Fiction skills</u> <u>Text: The Legend of Alderley</u></p> <ul style="list-style-type: none"> • <u>Text level skills</u> (Creative writing and comprehension): Extended stories Comprehension • <u>Word level skills</u> (Spelling and Vocabulary): Word games Intrusive vowels • <u>Sentence level skills</u> (Grammar): Personal and impersonal writing Using semi-colons 	<ul style="list-style-type: none"> • Plan and write an extended story, involving changes of setting and a number of events. • Evaluate the style of the writer. Describe events and settings of extract. • Devise clues for crossword based on stimulus passage. Compile crossword based on extract. • Identify intrusive vowels, i.e. letters that are often mistakenly included in words, e.g. waiter/waitress, disaster/disastrous. • Distinguish between personal and impersonal sentences writing. Transform personal to impersonal sentences and vice versa. • Revise use of semi-colons to separate clauses, in place of conjunctions.
7	<p><u>The Unexplained: Fiction skills</u> <u>Text: The Ghost of Thomas Kempe</u></p> <ul style="list-style-type: none"> • <u>Text level skills</u> (Creative writing and comprehension): Ghost stories Comprehension • <u>Word level skills</u> (Spelling and Vocabulary): Our changing language Roots, prefixes and suffixes • <u>Sentence level skills</u> (Grammar): Active and passive Direct speech 	<ul style="list-style-type: none"> • Use feature that build suspense, e.g. contrasting the ordinary with the unusual, to write own ghost story. • Analyse how author of text builds up suspense. • Understand how the meanings of words have changed over time. • Explore meaning of roots, prefixes and suffixes in unfamiliar words. • Understand the terms active/passive. Transform a sentence from active to passive and vice versa. • Revise punctuation of more complex direct speech.
8	Term Review	<ul style="list-style-type: none"> • review of major elements of the term
9	Exam Week	<ul style="list-style-type: none"> • Students will receive practice tests based on the kinds of questions they will see on the exam to ensure they are familiar with what they are to do on the exam.

Term Assessment Table for Literacy Yr 6 Term 3

	Description	% of term mark
Assessment 1. Weekly Spelling test	Each Sunday students will be given a new bank of words and will be tested on them on Thursday	10% of final term grade
Assessment 2 Oral Work-Speaking and Listening Skills	Students will be assessed on Oral work- prepared and unprepared reading, speeches, poetry recital, debates, panel discussions, (complete rubric to follow)	10%
Assessment 3 Grammar Comprehension Tests	Students will be assessed on punctuation and grammar, comprehension	10%
Assessment 4 Creative Writing	Assessment on Creative Writing- Autobiography, Book review, Arguments, Extended stories, Ghost Stories (complete rubric to follow)	10%
During complete term	Participation in classroom exercises and open discussions.	5%
During complete term	Completion of all Homework (1% deducted for each day homework is late)	5%
End of term Exam	<ul style="list-style-type: none">• Grammar• Comprehension• Spelling• Creative writing	50%

Unit Outline Mathematics Yr 6 Term 3

Unit	Task/Topic/Area	Learning Outcome. Students will be able to:-
1	Place Value, ordering and rounding	<ul style="list-style-type: none">• Consolidate rounding whole numbers to the nearest 10, 100 and 1000.• Use rounding to estimate the answers to calculations.• Recognise and order negative and positive numbers.• Recognise a negative number on a calculator display.
2	Paper and pencil procedure- Multiplication and Division	<ul style="list-style-type: none">• Develop and refine written methods for multiplication and division.• Multiply and divide a number with two decimal places by a single digit and then by a two-digit number.
3	Money and 'real-life' problems	<ul style="list-style-type: none">• Use all four number operations to solve word problems involving money.• Use a calculator or written method to convert foreign currency.• Calculate simple percentages, such as VAT, using a calculator.
4	Ratio and proportion	<ul style="list-style-type: none">• Solve simple problems involving ratio and proportion in context• Appreciate the difference between comparing part to part and part to whole.• Use decimal notation for tenths, hundredths and thousandths.• Give a decimal fraction lying between two others.
5	Percentages	<ul style="list-style-type: none">• Understand percentage as the number of parts out of every hundred.• Know where percentages are used and in what context.• Solve percentages problems using a calculator.• Solve shopping problems using percentages.
6	Handling Data	<ul style="list-style-type: none">• Extract and interpret the information given on a chart.• Read and interpret information on a given chart.• Calculate values on a pie chart as a percentage.
7	Space and Shape- angle	<ul style="list-style-type: none">• Identify acute, right and obtuse angles.• Use a protractor for drawing an angle accurately.• Use a protractor to check the size of an angle.• Measure and draw an angle to the nearest degree.
8	Term Review (Whole week)	<ul style="list-style-type: none">• Review of major elements of term
9	Exam Week (Whole week)	<ul style="list-style-type: none">• Students will receive practice tests based on the kinds of questions they will see in the exam to ensure they are familiar with questioning techniques.

Term Assessment Table for Mathematics Yr 6 Term 3.

<u>Assessment</u>	<u>Description</u>	<u>% of term mark</u>
Assessment 1. Unit 1,2	Place Value, ordering and rounding, Paper and pencil procedure- Multiplication and Division	10% of final term grade
Assessment 2 Unit 3, 4	Money and 'real-life' problems, Ratio and proportion	10%
Assessment 3 Unit 5, 6	Percentages, Handling Data, Space and Shape- angle	10%
Assessment 4 Unit 7	Mental Maths / Weekly Assessments	10%
During complete term	Participation in classroom exercises and open discussions.	5%
During complete term	Completion of all Homework (1% deducted for each day homework is late)	5%
End of term Exam	<ul style="list-style-type: none"> • Place Value, ordering and rounding, • Paper and pencil procedure- Multiplication and Division • Money and 'real-life' problems, • Ratio and proportion • Percentages, • Handling Data • Space and Shape- angle 	50%

Unit Outline Science Yr 6 Term 3

Changing circuits, How we see things.

Unit	Task/Topic/Area	Learning Outcome. Students should:-
1	<u>Changing Circuits:</u> Brighter and Dimmer	<ul style="list-style-type: none">• Know that the brightness of bulbs, or speed of a motor, in a circuit can be changed.• Understand that care needs to be taken when components in a circuit are changed.• Know that the conventional symbols for electrical components and how these are used in drawing circuit diagrams.
2	<u>Changing Circuits :</u> Brightness	<ul style="list-style-type: none">• Know that changing the wires can change the brightness of bulbs in a circuit.• Know the different ways of changing the brightness of a bulb in a circuit.• Set up a circuit to test an idea.
3	<u>How we see things:</u> There will be light/ I see the light.	<ul style="list-style-type: none">• Know that light travels through a source.• Know that light travels in a straight line.• Know that we can see light sources because light travels from the source and enters the eyes.
4	<u>How we see things :</u> Reflections	<ul style="list-style-type: none">• Know that light from an object can be reflected by a mirror.• Know that when a beam of light is reflected from a surface its direction changes.
5	<u>How we see things :</u> Changing Direction	<ul style="list-style-type: none">• Know that when a beam of light is reflected from a surface its direction changes.• Make comparisons and observations.
6	<u>How we see things :</u> In the shadows	<ul style="list-style-type: none">• Identify factors that affect the size of a shadow.• Know that the shape of a shadow depends on the orientation of the object casting the shadow.
7	<u>How we see things :</u> Images	<ul style="list-style-type: none">• Display trends in results by a line graph.• Interpret line graphs to identify trends and to make predictions.• Know the difference between shadows and images.
8	Term Review (whole week)	<ul style="list-style-type: none">• review of major elements of term
9	Exam Week (whole week)	<ul style="list-style-type: none">• Students will receive practice tests based on the kinds of questions they will see on the exam to ensure they are familiar with what they are to do on the exam.

Term Assessment Table for Science Yr 6 Term 3

<u>Assessment/ Exam</u>	<u>Description</u>	<u>% of term mark</u>
Assessment: 1. Test	There will be light, I see the light	10% of final term grade
Assessment: 2	Experiments : How we see things and Changing circuits(Rubrics to follow)	10%
Assessment: 3 Test	In the shadow, Images, Reflection, Changing Direction	10%
Assessment: 4 Test	Brighter and Dimmer, Brightness	10%
During complete term	Participation in classroom exercises and open discussions.	5%
During complete term	Completion of all Homework <u>(1% deducted for each day homework is late)</u>	5%
End of term Exam	<ul style="list-style-type: none">• <u>Changing Circuits;</u>• <u>How we see things</u>	50%

Unit Outline Geography Yr 6 Term 3

England, Europe and Africa

Unit	Task/Topic/Area	Learning Outcome. Students will be able to:-
1	<u>England</u> What is England like?	<ul style="list-style-type: none">• Know what England is like.• Identify the special features of England.
2	<u>England</u> Finding out about Sandwich, What are the issues affecting Sandwich?	<ul style="list-style-type: none">• Know the physical features of Sandwich.• Know what sort of industry is practiced in Sandwich.
3	<u>Europe and the European Union</u> What is Europe like?	<ul style="list-style-type: none">• Know what Europe is like.• Identify the special features of Europe.
4	<u>Europe and the European Union</u> What is the European Union?	<ul style="list-style-type: none">• Know what the European Union is.• Identify the special features of Europe.
5	<u>Europe and the European Union</u> How does the European Union work?	<ul style="list-style-type: none">• Know how the European Union works.• Know the limitations and the restrictions of the European Union.
6	<u>Africa:</u> What is Africa like?	<ul style="list-style-type: none">• Know what Africa is like.• Identify the special features of Africa.
7	<u>Africa:</u> Finding out about Kenya	<ul style="list-style-type: none">• Know what Kenya is like.• Identify the special features of Kenya.• Know the industries that drives Kenya
8	Term Review (whole week)	<ul style="list-style-type: none">• review of major elements of term
9	Exam Week (whole week)	<ul style="list-style-type: none">• Students will receive practice tests based on the kinds of questions they will see on the exam to ensure they are familiar with what they are to do on the exam.

Term Assessment Table for Geography Yr 6 Term 3.

<u>Assessment/ Exam</u>	<u>Description</u>	<u>% of term mark</u>
Assessment: 1. England- Grid squares	Marking features on a map	10% of final term grade
Assessment: 2 Europe and the European Union	Research Project: <ul style="list-style-type: none"> • Listing and marking on maps countries which belonged to the European Union in 1957 and 1995. • Finding the population of countries in Europe and plotting the information on a bar graph. Answering questions on the graph. 	10%
Assessment: 3 Africa-Kenya	<ul style="list-style-type: none"> • Marking features – rivers, mountains, deserts and settlements on a map of Africa. • Finding information about Kenya. Colouring maps and diagrams on Kenya. 	10%
Assessment: 4	Short End of topic tests	10%
During complete term	Participation in classroom exercises and open discussions.	5%
During complete term	Completion of all Homework (<u>1% deducted for each day homework is late</u>)	5%
End of term Exam	<ul style="list-style-type: none"> • England • Europe and the European Union • Africa 	50%

Unit Outline History Yr 6 Term 3

Unit	Task/Topic/Area	Learning Outcome. Students will be able to:-
1	Introduction to the Invaders	<ul style="list-style-type: none">• Learn that many people from different places came to settle in Britain in the past.• Learn about the reasons people had for invading and settling in the past.
2	Explorers- Introduction: <ul style="list-style-type: none">• Where the Vikings came from.• Raiding and settling.• Clues about the Vikings	<ul style="list-style-type: none">• Know where the Vikings came from• Understand the terms 'settlement' and "invasion" in relation to the Vikings• Know that information about the Vikings come from a range of sources.
3	Evidence of Viking Settlement : <ul style="list-style-type: none">• The Viking settlement at Jorvik• Remains of Viking houses• Viking place names	<ul style="list-style-type: none">• Learn how found objects tell us about Viking activities and buildings• Know that place names can tell us where the Vikings settled
4	Viking Raids: <ul style="list-style-type: none">• Raiding and farming• The raid of Lindisfarne monastery• Evil saga	<ul style="list-style-type: none">• Learn how Vikings could combine farming and raiding• Learn about the Lindisfarne Monastery as an example of a Viking raid• Know that Viking sagas contain exciting, exaggerated stories of raid
5	Viking ships: <ul style="list-style-type: none">• The design of Viking ships• Two types of Viking ships• A journey by Viking ship	<ul style="list-style-type: none">• Recognize the skilled design and build of Viking ships• Be able to imagine what it would be like to sail on a Viking ship
6	Viking explorers: <ul style="list-style-type: none">• Viking trades• Viking explorers-Leif Eriksson• A timeline of the Vikings in Britain	<ul style="list-style-type: none">• that the Vikings traded with other people• that the Vikings were successful explorers in search of new land• when the Vikings lived and settled in Britain
7	Term Review	<ul style="list-style-type: none">• review of major elements of term
8	Exam Week	<ul style="list-style-type: none">• Students will receive practice tests based on the kinds of questions they will see on the exam to ensure they are familiar with what they are to do on the exam.

Term Assessment Table for History Yr 6 Term 3.

<u>Assessment/ Exam</u>	<u>Description</u>	<u>% of term mark</u>
Assessment 1.	Research project on Vikings	10% of final term grade
Assessment 2	Raiding and settling: <ul style="list-style-type: none">• Draw the objects used by Viking settlers and Viking raiders next to the correct Viking pictures.• Cut out reasons for raiding or settling and stick them next to the correct Viking picture.	10%
Assessment 3	The design of Viking ships <ul style="list-style-type: none">• Colour the picture of the ship• Label the correct features of the ship.• Match each design feature to its purpose.	10%
Assessment 4	End of topic test on the Vikings	10%
During complete term	Participation in classroom exercises and open discussions.	5%
During complete term	Completion of all Homework (1% deducted for each day homework is late)	5%
End of term Exam	Introduction to the Invaders and settlers Explorers- Introduction (Vikings) Evidence of Viking Settlement Viking Raids Viking ships Viking explorers	50%

Unit Outline Kuwait Social Studies Yr 6 Term 3

Unit	Task/Topic/Area	Learning Outcome. Students will be able to:-
1	<p>The economic and Social Development of the GCC countries</p> <p>The Economic activities of the past</p> <ul style="list-style-type: none"> • Fishing for pearls • Ships and seasons • Trade and travel • Fishing • Shipbuilding • Other Crafts 	<ul style="list-style-type: none"> • Learn about the different economic activities that were practiced in the GCC. • Learn about the important contribution that pearl diving, ship building and trade and travel made to the economy of the GCC.
2	<p>The economic and Social Development of the GCC countries</p> <p>Economic Activities Today</p> <ul style="list-style-type: none"> • Oil Production and export • Agriculture • Livestock and fisheries • Industry • Workforce • Marketing 	<ul style="list-style-type: none"> • Discuss the different economic activities that have led to the social and economic development of the GCC countries. • Discuss the impact of these activities on social and economic development.
3	<p>The industries in the GCC countries:</p> <ul style="list-style-type: none"> • Industries dependent on oil and gas • Metallurgical Industries • Construction and building Industries • Food Industries • Traditional Industries • Commerce and trade • Foreign investment 	<ul style="list-style-type: none"> • State and explain the different industries in the GCC countries. • Discuss how these industries have contributed to the economies of these countries
4	<p>Social Change and Cultural activities:</p> <ul style="list-style-type: none"> • Population Growth • Education • Health services • Housing • The place of the GCC Countries in the Arab World • Historical and Cultural heritage 	<ul style="list-style-type: none"> • Discuss the different aspects and activities influencing social change and cultural activities in the GCC countries.
5	Term Review	<ul style="list-style-type: none"> • review of major elements of term
6	Exam Week	<ul style="list-style-type: none"> • Students will receive practice tests based on the kinds of questions they will see on the exam to ensure they are familiar with what they are to do on the exam.

Term Assessment Table for KSS Yr 6 Term 3

<u>Assessment/ Exam</u>	<u>Description</u>	<u>% of term mark</u>
Assessment 1. Economic activities	Draw a pearl fishing boat and write a paragraph (about 5-8) sentences on pearl fishing in the GCC countries.	10% of final term grade
Assessment 2 Economic and social activities.	Build a model of an oil refinery. Use waste materials such as match boxes, string, plastic drinking straws etc. For your model. Write a short article about oil refineries in Kuwait	10%
Assessment 3 End of topic test	The economic and Social Development of the GCC countries	10%
Assessment 4 End of topic test	The industries in the GCC countries Social Change and Cultural activities:	10%
During complete term	Participation in classroom exercises and open discussions.	5%
During complete term	Completion of all Homework (1% deducted for each day homework is late)	5%
End of term Exam	<ul style="list-style-type: none"> • The economic and Social Development of the GCC countries • The industries in the GCC countries • Social Change and Cultural activities: 	50%