Term 2

Tuesday 29th October - Friday 20th December 2024

THE ANGLOPHONE BRITISH CURRICULUM INTERNATIONAL SCHOOL

Year 6

Head of Year: Mr. Dan Jones

English	Maths
Writing: We will be studying King Kong by Anthony Browne. **Main objectives:** ● Identify the audience for and purpose of writing. ● Note and develop initial ideas, drawing on reading. ● Enhance meaning through selecting appropriate grammar and vocabulary. ● Describe settings, characters and atmosphere. ● Integrate dialogue to convey character and advance the action. ● Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ● Proof-read for spelling and punctuation errors. The writing outcomes that we will complete are: ● Letter ● Diary ● Narrative **Web Link:** https://www.topmarks.co.uk/english-games/7-11-years In the final week of term, we will focus on poetry by studying **'City of my Birth'** by Karl Nova. We will use this text to create our own poems.	This term we will cover: **Fractions:** - To use common factors to simplify fractions and use common multiples to express fractions in the same denomination. - To compare and order fractions, including fractions greater than 1. - To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. - To multiply simple pairs of proper fractions, writing the answer in its simplest form. - To divide proper fractions by whole numbers. **Decimals:** - To identify the value of each digit in numbers given to three decimal places. - To multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. - To associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]. - To multiply one-digit numbers with up to two decimal places by whole numbers. **Percentages:** - To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. - To solve problems involving the calculation of percentages [for example, of measures, such as 15% of 360] and the use of percentages for comparison. **Measurement:** **-** I can use, read, write and convert between measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. **Geometry (Position and Direction)** **-** I can describe positions on the full coordinate grid (all four quadrants). - I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes. **Web Links:** **http://www.amathsdictionaryforkids.com/** **https://play.ttrockstars.com/ttrs/dashboard**

Science

Living Things & Their Habitats

Our second unit will be **Living Things & Their Habitats,** with a main focus on describing how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

The students will also be able to give reasons for classifying plants and animals based on specific characteristics .

Key Words:
Mammals, birds, reptiles, amphibians, fish, classification, classes, kingdom, phylum, class, order, family, genus, species. vertebrates, invertebrates, vascular or non-vascular, cell, multicellular, branching & dichotomous keys, taxonomy/taxonomists, Linnaeus, classification key, binomial

Computing

Computer Science (Advanced Scratch)
The students will use a known platform from previous years - Scratch - to explore what makes a good game for users. Using this knowledge and learnt skills, the students will create a variety of games using a range of features and variables, trouble-shooting along the way.

Students will be taught to:
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- 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.

Key Words:
Selection, If/Else, Iteration, Algorithm, Debugging, Two-way selection, One-way selection, Variables, Procedures, Gameplay, Backstory

Humanities

We will be focusing on Geography and our unit title is 'Lay of the Land'.
Our objectives throughout the unit will be:

- I know where key cities are on a map.
- I know the size and population of cities and how to compare these.
- I know how to identify human and physical features on a map and use 6 figure grid references to locate them.
- I know how to draw a sketch map of New York State and Ho Chi Minh City.
- I know how the New York region has changed over time compared to howHo Chi Minh has changed.
- I know the reasons for settlements and migration.
- I know how tourism is crucial in attracting people to a region in the short term.
- I know how to compare economic activity over two regions.

Key Words:
Region,city, country, ocean, time difference, Greenwich and meridian, longitude, latitude, climate, map, population, borough, state, river, boundary, Hudson, human geography physical geography, key, 6 figure grid references , human features, physical features, aerial view, compass direction, rivers, cities, forest, mountains, rural, urban, population density, development, investment, economy, tourism

PSHE

In PSHE this term we continue to focus on **Gender, Diversity & Stereotypes** before moving onto **'Safety First'.**
Areas of focus will be:

Gender, Diversity & Stereotypes

- Knowing what stereotyping is (including gender and disability stereotyping) and how to challenge these.
- Identifying how we 'learn' these stereotypes.
- Challenging stereotypes to do with race, religion and culture.
- Exploring the term equality and that not all people have the same advantages or opportunities in life.
- The consequences of discrimination.
- About the difference between, and the terms associated with, sex, gender identity and sexual orientation.

Safety First

- Taking responsibility for your own safety.
- Assessing and managing risks in different situations.
- Identifying and managing pressure to become involved in risky situations.
- How to act sensibly and responsibly in an emergency.
- Identifying hazards and staying safe at home.
- Knowing how to stay safe in different outdoor environments.

Key Words:
Stereotype, gender, disability, equality, diversity, discrimination, gender identity, sexual orientation, safety, risk, pressure, assessing, responsibly, emergency, hazards

Special Notices

- Encourage your child to practise their multiplication tables up to 12 x 12 using TTRS.
- Encourage your child to read regularly (fiction and non-fiction books) either using Bug Club, Sora or physical books (between 3 and 5 times per week).
- Encourage your child to practise their spelling words regularly and to write them into sentences.
- Ensure that your child completes their homework by the specified deadline.
- Encourage your child to check their homework as early in the week as possible so they can ask for help if needed.

If you have any queries on any of the links or content please contact your child's class teacher