



Straits International School. Year 6 Long Term Plan

Year 6

| Subject | Autumn | | Spring | | Summer | |
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| | 1 st half term | 2 nd half term | 1 st half term | 2 nd half term | 1 st half term | 2 nd half term |
| English | <p><u>Time Passing</u> Skills covered: future; in other's shoes; punctuation; chapters and planning longer pieces; paragraphs; connectives; fictional surroundings. Assessment points: complete final chapters of a story - wk4</p> <p><u>Different Voices – different times</u> Skills covered: prologue; delve into detail, phrases-sentences; word classes. Assessment points: Write from point of view in first person – wk6</p> <p><u>People in the News</u></p> | <p><u>Poles apart</u> Skills covered: describe/compare; summarise and use paragraphs; analyse a news report; formal language; passive voice; balanced report. Assessment points: write a balanced report – wk3</p> <p><u>Make it happen</u> Skills: magazine article; compare texts; revise punctuation; follow instructions; use the command form; non-chronological reports; summarizing. Assessment</p> | <p><u>Book study - Skellig</u> Skills covered: adventure narrative; description; flashbacks; imagery; interpretation; myths. Assessment points: completed adventure narrative including a mythical figure / creature – wk4</p> | <p><u>Checkpoint preparation and revision</u></p> | <p><u>Poems – old and new</u> Skills covered: comparing poems; vocabulary – synonyms; poetic devices – onomatopoeia, alliteration; performing with expression. Assessment points: plan a performance in a group/solo – wk2</p> <p><u>A different medium</u> Skills covered: Shakespeare; changed language; manga; multimedia novel; episodes; cliffhangers. Assessment points: make and display a final copy - wk6</p> | <p><u>Snapshot</u> Skills: poetic form and features; features for effect; encapsulating a snapshot. Assessment points: write a poem to be displayed– wk2</p> <p><u>Words at play</u> Skills covered: poetic license; compare poems; made-up words; limericks; fun with words. Assessment points: write a limerick – wk4</p> <p><u>Choose Your Own Adventure</u> Skills covered: adventure narrative; description; flashbacks; present tense; planning</p> |



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| | <p>Skills covered: headlines; meaning; facts-opinions; autobiographies.</p> <p>Assessment points: create and present an autobiography - wk8</p> | <p>points: create a group magazine; write non- chronological report– wk6</p> | | | | <p>choices</p> <p>Assessment points: completed CYOA book – wk8</p> |
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| Mathematics | <p><u>Unit 1 – The Number System (1)</u></p> <p>Skills covered: Understand place value including 2 decimal places. Rounding numbers. Find factors and multiples. Recognise properties of odd, even and prime numbers. Use mental strategies for multiplication and division. Add decimal numbers. Explore number sequences.</p> <p><u>Unit 2 – Measures</u> Measure length accurately. Convert measures between standard units. Use analogue, digital and 24-hour time. Use timetables and calendars to solve problems. Calculate area and perimeter of rectilinear shapes.</p> <p>Assessment points: Short test at the end of each unit.</p> <p>Homework project –</p> | <p><u>Unit 3 - Geometry</u></p> <p>Skills covered: Recognise properties of 2D and 3D shape (polygons). Investigate cross-sections of 3D shapes (nets). Calculate angles in a triangle. Describe translations, reflections and rotations on a grid.</p> <p><u>Unit 4 - The Number System (2)</u></p> <p>Skills covered: Identify numbers on a number line. Investigate and research historical number systems</p> <p>Assessment points: Short test at the end of each unit</p> <p>Homework project – present a historical number system</p> | <p><u>Unit 4 (cont) - The Number System (2)</u></p> <p>Skills covered: Consider place value of decimals. Add, subtract, double and halve decimals mentally. Apply decimals to ‘real life’ situations, including money. Extend knowledge of positive and negative numbers. Find differences between positive and negative numbers and between two negative numbers. Find common multiples. Develop and refine mental strategies for addition and subtraction. Explore divisibility rules. Use formal methods of multiplication and division. Explore more complex number sequences.</p> <p>Assessment points: Short test at the end</p> | <p><u>Unit 5 - Measures (2)</u></p> <p>Skills covered: Use standard metric units for mass and capacity. Interpret measurement scales. Convert time into different units. Understand different time zones and calculate time differences. Find areas of compound, rectilinear shapes.</p> <p><u>Unit 6 - Handling Data</u></p> <p>Skills covered: Draw and interpret tables and line graphs. Interpret pie charts. Find the mean, median and mode from a set of data. Explore how statistics are used. Use the language of probability appropriately.</p> <p>Assessment points: Short test at the end of each unit. Group Assessment</p> | <p><u>Unit 7 - The Number System (3)</u></p> <p>Skills covered: Explore number systems from other cultures. Refine mental strategies for addition, subtraction, multiplication and division using decimals. Refine and extend knowledge of addition and subtraction. Understand different strategies for multiplication. Understand the relationship between fractions and division. Recognise equivalent fractions. Simplify fractions and convert between mixed numbers and improper fractions. Recognise the relationship between fractions, decimals and percentages. Calculate ratio and proportion.</p> <p>Assessment points: Short test at the end of each unit.</p> | <p><u>Unit 8 - Measures (3)</u></p> <p>Skills covered Learn vocabulary of imperial units. Convert imperial to metric equivalents. Use timetables, the 24-hour clock and knowledge of time zones to solve problems. Investigate calendars. Use formulas to calculate area and perimeter.</p> <p><u>Unit 9 - Geometry (2)</u></p> <p>Skills covered: Extend knowledge of the properties of 2D and 3D shapes. Transform polygons on co-ordinate grids. Draw acute and obtuse angles accurately and use a protractor to measure. Investigate angles in a triangle and around a point.</p> <p>Assessment points: Short test at the end of each unit.</p> <p>Profit and loss group</p> |
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| | <p>show how different time methods are used in differing situations</p> | <p>Homework project – use translations, reflections, rotations for design purposes</p> | <p>of each unit. Homework research project – Fibonacci sequence (illustrate and explain)</p> | <p>points: based on collection and interpretation of data.</p> | <p>Homework project – research a number system from a different modern culture</p> | <p>work – ‘Sport’s Shop’ and ‘Lunar Park’</p> |
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| Science | <p><u>Unit 1: Humans & Animals</u></p> <p>Skills covered: Can identify the positions and functions of different organs in our body (circulatory, gaseous exchange, excretion; digestion; nervous system)</p> <p>Experiments: 1. Make a lung model 2. Make a digestive system model</p> <p>Assessment points: Quiz on scientific terms and application; Test at the end of every unit</p> <p><u>Unit 2: Living things in the environment</u></p> <p>Skills covered: Knows that a green plant needs light and water to grow well; know how animals are suited to the conditions of their habitat; know that feeding relationships in food chains begin with a</p> | <p><u>Unit 3: Material Changes</u></p> <p>Skills covered: Know that some solids dissolve in water and others do not, undissolved solids can be separated from liquids by filtering and identify factors that can affect dissolving. Can classify changes as reversible or irreversible; know that irreversible changes often make new and useful materials</p> <p>Experiments: 1. Dissolving solutes and carrying out separating methods (decanting, sieving, filtering) 2. Carrying out reversible and irreversible reactions (sugar+water,</p> | <p><u>Unit 4: Forces and motion</u></p> <p>Skills covered: Can identify that weight is a force and is measured in Newtons; know the difference between mass and weight; know that there is more than one force acting on an object; know how to use a forcemeter to accurately measure forces</p> <p>Experiments: 1. Learning how to use a forcemeter and measure different items 2. Water upthrust experiment</p> <p>Assessment points: Quiz on scientific terms; Predict and test an investigation on forces; Test at the end of unit</p> | <p><u>Additional topic: Body Changes and Reproduction</u></p> <p>Skills covered: Know that during puberty the body changes from a child into a young adult. Understand why the body changes in puberty. Identify some basic facts about pregnancy</p> <p>Assessment points: Describe the changes in boys and girls because of puberty.</p> | <p><u>Additional topic: Talking about Puberty</u></p> <p>Skills covered: Can explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence. Know that each person experiences puberty differently.</p> <p>Assessment points: Quiz on the main stages of the human life cycle. How people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way?</p> | <p>Year 7 topics: Simple Reactions</p> <p>Skills covered: Know how to observe reactions. Know the reaction between acids and metals. Know the reaction between acids and carbonates. Know about combustion</p> <p>Experiments: Observe the heating of iron wool</p> <p>Assessment points: Topical assessment</p> <p>Acids and Bases</p> <p>Skills covered: Can define the terms 'acids and alkalis'. Can Identify hazard symbols. Know about indicators and pH scale. Know about neutralization.</p> <p>Experiments: Testing acid and alkalis with pH litmus paper</p> <p>Assessment points: Topical assessment</p> |
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| | <p>green plant and used keys to identify animals and plants; learn how to care for the environment</p> <p>Experiments: None</p> <p>Assessment points: Quiz on scientific terms; To construct a food web (mini poster); Test at the end of unit</p> | <p>vinegar+baking soda, etc.)</p> <p>Assessment points: Quiz on scientific terms and application; Test at the end of every unit</p> | <p><u>Unit 5: Electrical conductors and insulators</u></p> <p>Skills covered: Can suggest ways of changing the brightness of a bulb in a circuit; can draw circuit diagrams and construct circuits from diagrams using conventional symbols.</p> <p>Experiments: 1. Identifying materials as electrical conductors or insulators. 2. Testing factors that affect brightness of light (length of wire, number of cells, number of bulbs, etc.)</p> <p>Assessment points: Quiz on scientific terms; Test at the end of every unit</p> | | | |
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| Humanities | <p><u>Geography: How are Antarctica and Arctic different?</u></p> <p>Skills covered: Use maps and an atlas Identify poles, latitude, longitude, equator, northern and southern hemisphere, tropics of cancer and Capricorn, time zones? Understand ecosystems. Understand how the icy landscape was formed and how global warming may affect it. Identify what is needed for survival? How is it different to the arctic (arctic and Antarctic circle)?</p> <p>Assessment points: Diary entry W3 Persuasive letter w5 Mastery model w6</p> | <p><u>History: Why were Victorians victorious?</u></p> <p>Skills covered: Explore the life of Queen Victoria Understand the difference between laws then and now. Identify different jobs that children did.</p> <p>Recognise differences in dress, and lifestyles between then and now.</p> <p>Write about Victorian inventions.</p> <p>Assessment points: Biography about Queen Victoria w3 Mastery Model w6</p> | <p><u>History: What was it like to be a child in WW2? (1939-1945)</u></p> <p>Skills covered: Identify when the war started and which countries were involved. Suggest reasons why the war started. Recognise the significance of the Battle of Britain on future events. Explain how people on the homefront supported the war efforts. Identify the main forms of entertainment during the war and suggest why this was important. Evaluate the importance of commemorative events.</p> <p>Assessment points: Newspaper report w3 Mastery model w6</p> | <p><u>Geography: Extreme Earth (Volcanoes and earthquakes)</u></p> <p>Skills covered: Name and describe the properties of the Earth's layers. Explain how a volcano is formed. Describe what happens when a volcano erupts. Categorise volcanoes as extinct, dormant or active. Explain why earthquakes occur Compare the strength of earthquakes. Understand how, why and where volcanoes and earthquakes occur.</p> <p>Assessment points: Explanation text w3 Weather report Mastery model w5</p> | <p><u>History: What was it like to live in the 'Swinging Sixties'?</u></p> <p>Skills covered: Identify who Martin Luther King was and what he did. Recognise how fashion changed. Identify what life was like for women. Understand how and why young people were different to their parents. Explore music and identify the impact the Beatles had. Explore Pop Art</p> <p>Assessment points: Non-Chronological Report w3 Mastery Model w6</p> | <p><u>Geography: Ultimate USA (South America or North America)</u></p> <p>Skills covered: Explain that a continent is a large land mass. Use an atlas to identify some countries in North America and some in South America. Describe the physical features Identify and describe the weather and climate. Compare and contrast the human and physical features of North and South America</p> <p>Assessment points: Persuasive leaflet/travel brochure w3 Mastery Models</p> |
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| Computer Science | <p><u>E-Safety and Edmodo</u></p> <p>Skills covered: Staying safe online and evaluating digital content, Keeping information private, identify a range of ways to report concerns, using the internet safely, responsibly and respectfully, using Edmodo, creating a google account (if required) and understanding some advanced communication tools</p> <p>Assessment points: Create a poster / leaflet which includes the main topics covered in the unit. Mastery model</p> | <p><u>Microsoft office – choose any application to create a presentation about...</u></p> <p>Skills covered: Learning about tools in presentation software including the importance of audience engagement, print screen, cropping a picture, annotating images, saving work safely and securely. Understanding file versions and managing backups. Tools in word processing software and presenting work - Pace, projection, purpose.</p> <p>Assessment points: Presentation of subject of choice to demonstrate knowledge and Skills covered from the unit. Mastery model</p> | <p><u>Scratch</u></p> <p>Skills covered: In the context of programming using pseudocode, Flow charts, written algorithms, problem solving sequencing, selection, iteration, documenting work, use of variables</p> <p>Creating a game: Planning, consulting, creating, documenting, evaluating</p> <p>Assessment points: point: Creating a game: Creating, documenting, evaluating. Mastery model</p> | <p><u>Excel</u></p> <p>Skills covered: Formatting, relative and absolute cell referencing, formulae, functions, graphs and charts.</p> <p>Assessment points: Production of an annotated spreadsheet that uses all the features covered in the unit. Mastery model</p> | <p><u>Group work.</u></p> <p>Skills covered: Web development and internet safety.</p> <p>Create a micro website for the school on how to use the internet safely, respectfully and responsibly.</p> <p>Assessment points: Pupils to create a professional looking website using assistive programming software with additional of animation. Mastery model</p> | <p><u>App development in Android</u></p> <p>Skills covered: In the context of application development using pseudocode, Flow charts, written algorithms, problem solving sequencing, selection, iteration, documenting work, use of variables</p> <p>Assessment points: Creating an app: Creating, documenting, evaluating. Mastery model</p> |
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| PSHE/ Moral | <p>Managing Conflict and Bullying</p> <p>Skills covered: Talk about their own feelings and reactions. Manage a range of emotions such as excitement, anger, jealousy. Negotiate and resolve conflict peacefully. Understand reasons why bullying happens. Plan an action if bullying occurs.</p> | <p>Personal Hygiene and Taking Responsibility</p> <p>Skills covered: Self-care and basic hygiene routine, including washing and use of deodorant. Be able to express themselves positively. Take responsibility for their bodies and behaviour. Knowing who to ask for support and how to find out more.</p> | <p>Risks and pressures</p> <p>Skills covered: Identify decisions they may need to make. Develop a positive approach and self-motivation. Strategies to manage stress and pressures. Learn to be assertive, especially in face of pressure from others</p> | <p>Rights, responsibilities and the law</p> <p>Skills covered: Demonstrate their reasoning for choices and decisions is informed and considered. Be informed of laws that affect children of their age and abide by them. Use varied and appropriate language to express their ideas. Be able to manage money, budgeting and accounting</p> | <p>My country</p> <p>Skills covered: Helping those who are in need in their country. Appreciate the sacrifices made by the heroes of our country. Being responsible, fair, hardworking, respectful, honesty and polite in their country. Caring for the environment and ensure peace and harmony in the country. Being cooperative and working together for the good of their country. To practice tolerance of differences in their country.</p> | <p>Transition and managing change</p> <p>Skills covered: Understand about the nature of change. Look forward and cope with the transition to KS3. Review personal experiences as a basis for setting new targets. Think about making new relationships as they get older. Know ways of coping with difficult emotions, fears and worries linked to change.</p> |
| Islamic Studies | <p><u>Pillar Of Iman</u></p> <ul style="list-style-type: none"> Belief in God's predestination. <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: End of the unit assessment</p> | <p><u>Angel (Malaikat) in Islam</u> Name & Responsibilities of 10 Angels in Islam</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment</p> | <p><u>Muhammad Becomes a Prophet</u> The Sunnah of the Prophet Muhammad SAW,</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points:</p> | <p><u>I love Solah</u> Niah for solah Isya' and how to perform the solah</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: End of the unit assessment</p> | <p><u>Eid Mubarak</u> <u>Sunnah during Eid Mubarak</u> The last Sunnah is leaving the place where you had 'Eid prayers. When Prophet Muhammad wanted to go home after 'Eid prayers, he actually took a different route. However he went to the place</p> | <p><u>I obey my Parents</u> 3 Hadis of the importance of obey to parents.</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: End of the unit</p> |



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| | | <p>points: End of the unit assessment</p> | End of the unit assessment | | <p>where he had the prayers, he would take a different route back home.</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: End of the unit assessment</p> | assessment |
| Bahasa Malaysia | <p><u>Special Talent</u></p> <p>Skills covered: Listening, speaking, reading, writing and presentation Skills covered</p> <p>Assessment points: Grammar –Verb and complete sentence writing based on the pictures</p> | <p><u>Special Talent</u></p> <p>Skills covered: Listening, speaking, reading, writing and presentation Skills covered</p> <p>Assessment points: Grammar- Kata Perintah and its function.</p> | <p><u>Effective communication</u></p> <p>Skills covered: Listening, speaking, reading, writing</p> <p>Assessment points: Grammar – Affix and types of affix</p> | <p><u>Effective communication</u></p> <p>Skills covered: Listening, speaking, reading, writing and role play skills covered</p> <p>Assessment points: Grammar-penjodoh bilangan and story writing</p> | <p><u>My homeland</u></p> <p>Skills covered: Listening, speaking, reading, writing and presentation Skills covered</p> <p>Assessment points: Grammar – Kata ganda and Write a story based on the pictures</p> | <p><u>My homeland</u></p> <p>Skills covered: Listening, speaking, reading, writing and presentation Skills covered</p> <p>Assessment points: Grammar– types of sentences</p> |
| Sejarah | <p><u>Famous personalities in Malaysia</u></p> <p>Skills covered Listening, speaking, reading, writing and presentation Skills covered</p> | <p><u>Famous personalities in Malaysia</u></p> <p>Skills covered Listening, speaking, reading, writing and presentation Skills covered</p> | <p><u>Geography of Malaysia</u></p> <p>Skills covered Listening, speaking, reading, writing and presentation Skills covered</p> | <p><u>History of Malaysia (Formation)</u></p> <p>Skills covered Listening, speaking, reading, writing and presentation Skills covered</p> | <p><u>Development of Malaysia (Then – Now)</u></p> <p>Skills covered Listening, speaking, reading, writing and presentation Skills covered</p> <p>Assessment points:</p> | <p><u>Malaysia in Future</u></p> <p>Skills covered Listening, speaking, reading, writing and presentation Skills covered</p> |



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| | <p>Assessment points: Group work Presentation 'Malaysian Famous Leaders'</p> | <p>Assessment points: Individual work Presentation 'My Favourite Personality'</p> | <p>Assessment points: Individual project 'Malaysia Map' (Part 1)</p> | <p>Assessment points: Individual project 'Malaysia Map' (Part 2)</p> | <p>Written Assessment points:</p> | <p>Assessment points: Group presentation 'Malaysia In Future'</p> |
| Advanced Mandarin | <p><u>Charity</u></p> <p>Skills covered: Listening: Listen and choose the correct answer Speaking: Sharing the hiding meaning of word Reading: Understand the notice Writing: Answer the question completely</p> <p>Assessment points: Week 3: Comprehension</p> <p><u>Poem</u> Listening: Listen and choose the correct answer Speaking: Recite the poem Reading: Write the outline of story Writing: Create a poem</p> <p>Assessment points: Week 7: Create a</p> | <p><u>Famous scientists</u></p> <p>Skills covered: Listening: Spelling Speaking: Sharing interested information Reading: Analysis the structure of story Writing: Write the structure of article</p> <p>Assessment points: Week 3: Comprehension</p> <p><u>Fairy tales</u> Listening: Spelling Speaking: Summary the story Reading: Drama Writing: Change the ending of story</p> <p>Assessment points: Week 7: Create an ending</p> | <p><u>Jokes</u></p> <p>Skills covered: Listening: Spelling Speaking: Storytelling Reading: Role play Writing: Write an impression</p> <p>Assessment points: Week 3: Role play Week 7: Write an impression</p> | <p><u>School life</u></p> <p>Skills covered: Listening: Spelling Speaking: Sharing the origin of any activities Reading: Drama Writing: Draw a timetable</p> <p>Assessment points: Week 3: Role play Week 7: Descriptive essay about school life</p> | <p><u>Travel</u></p> <p>Skills covered: Listening: Spelling Speaking: Introduce your travel experience Reading: Analysis the main event of travel note Writing: Write a travel note</p> <p>Assessment points: Week 3: Create a poster Week 7: Write a travel note</p> | <p><u>Oral class</u></p> <p>Skills covered: Listening: Spelling Speaking: Presentation of dialogue Reading: Reading tone Writing: Create a dialogue</p> <p>Assessment points: Week 3: Create a dialogue and present it Week 7: Write a dialogue</p> |



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| | charity event poster | | | | | |
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| Intermediate Mandarin | <u>Country Seasons</u> Skills covered: Speaking Listening Reading Writing Presenting Assessment points: PT1: Oral Assessment points: on introductory of one's country and favourite season PT2: Listening Assessment points: (response to the sickness and translate) MT: Read the short phrase and translate | <u>School Facilities and Classroom Language</u> Skills covered: Speaking Listening Reading Writing Role Play Assessment points: PT1: Match the vocabulary according to the pictures given. PT2: Oral and listening (role play on site) MT: Translate the English terms to Mandarin | <u>Body part, sickness</u> Skills covered: Speaking Listening Reading Writing Drama Assessment points: PT1: HSK level 1 listening test PT2: Role play about doctor and patient MT: State the body parts and sickness in phrase | <u>Situation</u> Skills covered: Speaking Listening Reading Writing Assessment points: PT1: Label the situation(adjective) PT2: Match the situation and solution MT: Write the sentence and solution | <u>Furniture</u> Skills covered: Speaking Listening Reading Writing Assessment points: PT1: Label the keywords PT2: Match the furniture and give Pin Yin MT: Read the short text of the keywords (reading skill assessed) | <u>Position</u> Skills covered: Speaking Listening Reading Writing Assessment points: PT1: Label the keywords PT2: Match the position and give Pin Yin MT: Build the sentence, rearrange the sentence, Translation |
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| EAL | <p><u>Are you coming to the party?</u></p> <p>Skills covered: Discuss about different homes around the world and their unique characteristics, discover new words for things you find in a kitchen/rooms, present continuous, skim and scan for information (The Tree House Man)</p> <p>Assessment points: Underline the key words, spelling test for new vocabulary</p> | <p><u>I'm hungry!</u></p> <p>Skills covered: Countable and uncountable nouns, be familiar with the format of a letter, Listening activities (how much/many/a few/ a little/a lot), exchange useful information with one another (cake making)</p> <p>Assessment points: Write an invitation to a friend</p> | <p><u>You look great!</u></p> <p>Skills covered: present continuous and present simple, clothes and accessories, adjectives to describe clothes, differentiate between too/enough, question words (ask suitable questions to get more information about a fashion show)</p> <p>Assessment points: write about my favourite superhero - use adjectives</p> | <p><u>She's the winner</u></p> <p>Skills covered: Read and transfer the information given (summer sports classes), comparatives and superlatives, prepositions of time, suffixes for different nationalities</p> <p>Assessment points: Information transfer (advertisement/email)</p> | <p><u>I have to do my homework</u></p> <p>Skills covered: Use 'have to' to make sentences, vocabulary related to school subjects and classroom objects, object pronouns, form questions by using the answers given as clues.</p> <p>Assessment points: Multiple choice questions about three different school experiences</p> | <p><u>Let's go to the mountains</u></p> <p>Skills covered: Past simple, use past simple to give directions, group the phrases under the correct heading, use past simple to conduct a survey</p> <p>Assessment points: Change the verbs into their past simple forms</p> |
| PE | <p><u>Invasion Games</u></p> <p><u>Football / Basketball</u></p> <p>Skills covered: Introduction / Development of competition for: Perform dribbling, shooting and passing skills more fluently and effectively in modified games.</p> <p>To use and adapt rules to play games that</p> | <p><u>Fitness & Athletics</u></p> <p>Skills covered: Introduction / Development of competition for: Throw for accuracy and distance Jumping for height or distance Running – speeds and distance Running as part of team (Relays)</p> | <p><u>Invasion Games</u></p> <p><u>Basketball / Netball / Dodgeball</u></p> <p>Skills covered: Introduction / Development of competition for: Perform dribbling, shooting and passing skills more fluently and effectively in modified games.</p> <p>To use and adapt</p> | <p><u>Aquatics</u></p> <p>Skills covered: Competitive stroke breakdown: Backstroke starts. Breast stroke technique for arms and legs. Water Safety awareness</p> <p>Assessment points: To show correct technique for backstroke.</p> <p>To begin to learn the</p> | <p><u>Dance & Gymnastics</u></p> <p><u>Dance</u></p> <p>Skills covered: Further development of: flexibility, strength, technique, control and balance</p> <p>Perform dances using a range of movement patterns</p> <p>Compare performances with previous ones and</p> | <p><u>Striking and Fielding</u></p> <p><u>Softball / Teeball</u></p> <p>Skills covered: Introduction / Development of competition for: To develop the range and consistency of their skills in striking and fielding games</p> <p>To use and adapt rules using their knowledge of the basic principles of</p> |



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| | <p>improve attacking and defending.</p> <p>Begin to understand and apply basic strategic and tactical principles for attacking and defending.</p> <p>Assessment points: Perform skills with control in a game, adapting them to meet the needs of the situation and perform them with greater speed</p> <p>Use a variety of tactics to keep the ball, e.g. changing direction, moving into a space.</p> <p>Know the difference between attacking skills and defending skills.</p> <p>To choose, combine and perform skills more fluently and effectively in games</p> | <p>Assessment points: Understand that different running distance require different techniques/strategies .</p> <p>Throw a range of equipment into a target area with accuracy and consistency</p> <p>Demonstrate different jumps showing power, control and consistency at take-off and landing</p> <p>Develop the basic principles of relay take-overs</p> | <p>rules to play games that improve attacking and defending.</p> <p>Begin to understand and apply basic strategic and tactical principles for attacking and defending.</p> <p>Assessment points: Perform skills with control in a game, adapting them to meet the needs of the situation and perform them with greater speed</p> <p>Use a variety of tactics to keep the ball, e.g. changing direction, moving into a space.</p> <p>Know the difference between attacking skills and defending skills.</p> <p>To choose, combine and perform skills more fluently and effectively in games</p> <p><u>Aquatics</u></p> | <p>correct technique for breast stroke with a focus on legs and arms.</p> <p><u>Net / Wall Games</u></p> <p><u>Badminton / Volleyball</u></p> <p>Skills covered: Introduction / Development of competition for: Perform strike more fluently and effectively in modified games.</p> <p>Begin to understand and apply basic strategic and tactical principles in singles and doubles.</p> <p>Shot placement.</p> <p>Assessment points: Use correct technique to perform a serve</p> <p>Perform skills with control in a game, adapting them to meet the needs of the situation and perform them with greater speed.</p> | <p>demonstrate improvement to achieve their personal best.</p> <p>Assessment points: To perform basic actions with increased control, co-ordination, fluency and accuracy.</p> <p>To copy, refine, and repeat dance phrases and dances.</p> <p>Begin to critically evaluate own performances.</p> | <p>batting and fielding</p> <p>To choose and use a range of tactics and strategies when batting fielding</p> <p>Assessment points: To use and adapt rules to play games that improve batting, bowling and fielding skills</p> <p>Bowl and bat accurately effectively in a game situation.</p> <p>Field with increased accuracy, returning the ball quickly, to help their team when fielding</p> <p>Include tactics such as batting the ball away from fielders and gauge when to run, to help their team when batting.</p> |
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| | | | <p>Skills covered: Competitive stroke breakdown: Freestyle with breathing technique recap. Seated dive. Backstroke techniques.</p> <p>Assessment points: Be able to swim different strokes unaided.</p> <p>Demonstrate correct technique for Freestyle. Perform a seated dive.</p> <p>Understand how to finish a race.</p> | <p>Shot placement.</p> <p>Demonstrate increased levels of speed and agility when moving around the court.</p> <p>To choose, combine and perform skills more fluently and effectively in games</p> | | |
| Music | <p><u>Musical Chair Performance</u></p> <p>Skills covered: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Assessment points: Be able to read the rhythm and perform the musical</p> | <p><u>Junk Percussion</u></p> <p>Exploring and internalizing pulse through kinesthetic learning. To learn that the pulse is the “regular beat of the music”.</p> <p>Assessment points: To perform a Junk Percussion composition to the</p> | <p><u>Songwriters</u></p> <p>Skills covered: identify how repetition can make the words and melody easier to remember</p> | <p><u>Journey Into Space</u></p> <p>Skills covered: Identify contrasting moods and sensations and explore different textures using untuned sounds</p> | <p><u>Production Preparation</u></p> <p>Skills covered: Be able to use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of recorded music</p> <p>Assessment points:</p> | <p><u>Production Preparation</u></p> <p>Skills covered: Be able to use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of recorded music</p> |



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| | rhythm as a whole class with simple choreography. | class. | Assessment points: Compose own lyrics based on headlines and common phrases. | Assessment points: create different sound effects using combinations of pitched sounds | Sings with reference to dynamics, timbre, and other relevant elements. Maintains a vocal or instrumental part in a group. | Assessment points: Collaborating in rehearsals and perform for the production |
| Drama | <u>Emotions, Bullying and Conflict Poetry</u> Skills covered: Movement (facial expressions and gestures to create belief in character and situation) Voice (clarity and projection and varying loud/soft, pitch, pace and volume) Variety of drama devices. Assessment points: Perform a poem creatively in groups. Spoken word (solo performance optional). | <u>Alice in Wonderland: Physical Theatre</u> Skills covered: Physical theatre Body awareness Mime Working as an ensemble Non-naturalism Using bodies as objects Assessment points: Control and focus in movement activities. Ensemble performance of the Mad Hatter's Tea Party. | <u>Scripts: WW2 Evacuation</u> Skills covered: Elements of scripts Directing Characterisation Character objectives Body language Facial expressions Tone Proxemics Levels Using props Script learning Assessment points: Group performance of script extract. Responding to performances: reflecting on the use of drama elements to communicate meaning. | <u>1001 Nights: Arabian Nights</u> Skills covered: Narrative structure: sequence of events. Characters and relationships. Working from memory. Storytelling Symbolism in performance (working with metaphors and similes) Assessment points: Using freeze frame to recreate moments from Shahrazad's life, Group images and thought tracking of the father, mother and Shahrazad on 'the moment of leaving'. | <u>Production Preparation</u> Skills covered: Working from a stimulus Script memorising Articulation Projection Spatial awareness Using props Collaboration Assessment points: To memorise lines and movements. To rehearse and perform as a team. | <u>Production Rehearsals</u> Skills covered: Bring together all skills learnt during preparation for end of year production. Collaboration. Performance professionalism. Assessments: Performance. |



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| Art | <p><u>Production:</u> <u>Designing and Making for the Theatre</u></p> <p>Skill covered: Birds Eye View Drawing Mood board making Proportions Aesthetic vision Craftsmanship Painting</p> <p>Assessment point: to create props and set for the production</p> | <p><u>Production:</u> <u>Designing and Making for the Theatre</u></p> <p>Skill covered: Birds Eye View Drawing Mood board making Proportions Aesthetic vision Craftsmanship Painting</p> <p>Assessment point: to create props and set for the production</p> | <p><u>Figure in action (drawing)</u></p> <p>Skills covered: Figure drawing Skills covered, movement and rendering process</p> <p>Assessment points: They will provide action drawing bases on sport that they learn in school.</p> | <p><u>Self Portrait (drawing and painting)</u></p> <p>Skills covered: Portraits drawing, space and balance. Painting: tone and value, colour mixing.</p> <p>Assessment points: They will finish their portraits painting on paper</p> | <p><u>Designing a motif for a pattern (printing)</u></p> <p>Skills covered: Motif and pattern design, drawing techniques and idea development.</p> <p>Assessment points: They will finish their motif and pattern drawing on wood plank</p> | <p><u>Creating a motif for a pattern (printing)/production</u></p> <p>Skills covered: Motif and pattern design, drawing techniques and idea development.</p> <p>Assessment points: They will finish their motif and pattern drawing on wood plank</p> |
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