Meridian International School s.r.o.

Meridian International School Curriculum

Grade 6 / Year 7

Framework for the Meridian International School Curriculum

Grade 6/Year 7 (Key Stage 3)

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Disclaimer

To ensure the very best standards of learning and a quality education for our students, Meridian International School, Prague, aims to offer an up-to-date, comprehensive, unique, as well as a thoroughly modern curriculum. Combining the high level of British academic standards with a forward-thinking, international outlook, our curriculum intends to be innovative and challenging, whilst also being accessible in addition to making a challenging learning environment enjoyable for any student that is already enrolled or is thinking of joining our school.

In keeping with these high academic standards, the Meridian International School curriculum for Grade 6 has been developed from the following national government and private educational authorities:

- Her Majesty's Government Department for Education
  - https://www.gov.uk/government/organisations/department-for-education
- National Curriculum in England (Secondary Education)
  - https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum
- Cambridge International Examinations (Secondary 1)
  - http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/
- Czech Republic Ministry of Education, Youth and Sports – Framework Educational Programme for Basic Education
  - http://www.msmt.cz/areas-of-work/basic-education-1

Subjects of Study

During Grade 6, students at Meridian International School focus on the following subjects of study.

* English	(5 hours)
* Mathematics	(5 hours)
* Science	(4 hours)
* Geography	(2 hours)
* History	(2 hours)
* Information Technology	(2 hours)
* Art and Design	(2 hours)
* Design Technology	(1 hour)
* Music	(2 hours)
* Modern Languages	(3 hours)
* Physical Education	(2 hours)

Each subject is taught in full compliance with the National Curriculum of England.

English (Course Description)

By the beginning of Grade 6, pupils should be able to read and comprehend a wider range of poetry and books written at an age-appropriate interest level. They should be able to read aloud with accuracy and at a reasonable speaking pace. They should be able to read and understand most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity using contextual and linguistic clues. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

They should be able to summarise and readings of increasing lengths accurately and in their own words. They should be reading frequently, outside as well as in school, for pleasure and information. They should be able to read mostly independently, with clear understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to plan, write, and revise their own writing for brief academic writings. They should begin developing resilience to write at length during Grades 6 and 7. They should be taught to write formal and academic essays as well as writing imaginatively. They should have experience writing for a variety of purposes and audiences across a range of contexts.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the key stage 3 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of Grade 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Grade 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for further secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Grades 6 and 7, pupils' confidence, and mastery of language should be extended through public speaking, collaborative discussion, and debate. Pupils should begin to communicate effectively and expressively by choosing and adjusting tone and style of speech to audience and purpose.

English (Course Objectives)

i) Reading – Word Reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1, both to read and to understand the meaning of new words that they meet.

ii) Reading – Comprehension:

- Maintain positive attitudes to reading and understanding of what they read by:
  - Continuing to read and discuss an increasingly wide range of *contemporary* fiction, poetry, plays, non-fiction and reference books or textbooks
  - Reading books that are structured in different ways and reading for a range of purposes
  - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - Recommending books that they have read to their peers, giving reasons for their choices
  - Identifying and discussing themes and conventions in and across a wide range of writing
  - Make comparisons within and across books
  - Learn a wider range of poetry by heart
  - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - Asking questions to improve their understanding
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- Predicting what might happen from details stated and implied
- Summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

➢ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

➢ Distinguish between statements of fact and opinion

➢ Retrieve, record and present information from non-fiction

➢ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

➢ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

➢ Provide reasoned justifications for their views.

iii) Writing – transcription:

a) Spelling (see English Appendix 1):

➢ Use further prefixes and suffixes and understand the guidance for adding them

➢ Spell some words with "silent" letters [for example, knight, psalm, solemn]

➢ Continue to distinguish between homophones and other words which are often confused

➢ Use knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

➢ Use dictionaries to check the spelling and meaning of words

- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

- Use a thesaurus

b) Composition:

- Write legibly, fluently and with increasing speed

- Plan their writing by:

    - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
    - Noting and developing initial ideas using purposeful organization tools and drawing on reading and research where necessary
    - In writing narratives, considering and emulating how authors have developed characters and settings in other texts

- Draft and write by:

    - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
    - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
    - Beginning to us figurative, poetic, and rhetorical language techniques
    - Using a wide range of transitional and structural devices such as spacing, headings, and transition words and phrases to build cohesion and fluidity within and across paragraphs
    - Using further organizational and presentational devises to structure text and to guide the reader {for example, headings, bullet points, underlining]

- Evaluate and edit by:

    - Assessing the effectiveness of their own and others' writing

- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

➢ Proof-read for spelling and punctuation errors.

➢ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

iv) Writing – Vocabulary, Grammar and Punctuation:

➢ Develop their understanding and continue successful usage of the concepts set out in Key Stage 2. In particular, pupils should master the following grammatical objectives found in Appendix 2 by the end of grade 6:

- Recognizing vocabulary and structures that are appropriate for Standard English speech and writing
- Identifying the main word classes and functions of words within a sentence (parts of speech, subject, object, complement etc.)
- Beginning to diagram simple and compound sentences
- Understanding the role of auxiliary and modal verbs in making questions and negative statements
- Expand basic knowledge of morphology, particularly with regard to compound words and words stemming from simple roots
- Purposefully using active and passive verbs to affect the presentation of information in a sentence
- Understanding the varying forms of future tense and introduction to continuous/progressive tenses
- Progressing understanding of grapheme-phoneme correspondences

- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Appendix 1

Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of Pre-school, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for Pre-school and Grade 1, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for Grades 2 and 3 and Grades 4 and 5 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1 (grade 1); teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.

Spelling: Work for Grade 6

- **Revision of Grade 5 Work**
- **New Work for Grade 6**

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in **–ce**, the /ʃ/ sound is usually spelt as **c** – e.g. *vice – vicious, grace – gracious, space – spacious, malice – malicious.* **Exception**: *anxious*.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	**–cial** is common after a vowel letter and **–tial** after a consonant letter, but there are some exceptions. **Exceptions**: initial, financial, commercial, provincial (the spelling of the last three is clearly related to *finance, commerce* and *province*).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use **–ant** and **–ance/–ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; **–ation** endings are often a clue. Use **–ent** and **–ence/–ency** after soft **c** (/s/ sound), soft **g** (/dʒ/ sound) and **qu**, or if there is a	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)

	related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	assistant, assistance, obedient, obedience, independent, independence
Words ending in –able and –ible Words ending in –ably and –ibly	The **–able/–ably** endings are far more common than the **–ible/–ibly** endings. As with **–ant** and **–ance/–ancy**, the **–able** ending is used if there is a related word ending in **–ation**. If the **–able** ending is added to a word ending in **–ce** or **–ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their 'hard' sounds (as in *cap* and *gap*) before the **a** of the **–able** ending. The **–able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in **–ation**. The first five examples opposite are obvious; in *reliable*, the complete word *rely* is heard, but the **y** changes to **i** in accordance with the rule. The **–ible** ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*).	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
Adding suffixes beginning with vowel letters	The **r** is doubled if the **–fer** is still stressed when the ending is added.	referring, referred, referral, preferring, preferred, transferring, transferred

to words ending in –fer	The **r** is not doubled if the **–fer** is no longer stressed.	reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	The '**i** before **e** except after **c**' rule applies to words where the sound spelt by **ei** is /i:/. **Exceptions**: *protein, caffeine, seize* (and *either* and *neither* if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	**ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in *knight*, there was a /k/ sound before the /n/, and the **gh** used to represent the sound that 'ch' now represents in the Scottish word *loch.*	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	In the pairs of words opposite, nouns end **–ce** and verbs end **–se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c**.	advice/advise device/devise licence/license practice/practice prophecy/prophesy

	More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. *This weather may affect our plants*). effect: usually a noun (e.g. *It may have an effect on our plants*). If a verb, it means "bring about" (e.g. *He will effect changes in the running of the business*). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun *series* – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word *complete* – to make something complete or more complete (e.g. *her scarf complemented her outfit*).	farther: further father: a male parent guessed: past tense of the verb *guess* guest: a visitor heard: past tense of the verb *hear* herd: a group of animals led: past tense of the verb *lead* lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. *in the past*) or preposition or adverb showing place (e.g. *he walked past me*) passed: past tense of the verb "pass" (e.g. *I passed him on the road*) precede: go in front of or before proceed: go on
Homophones and other words that are often confused (continued)	descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).	principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*) principle: basic truth or belief

	desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. *to draft in extra help*) draught: a current of air.	profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of *who is* or *who has* whose: belonging to someone (e.g. *Whose jacket is that?*)

Appendix 2: Vocabulary, grammar and punctuation

Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*]
Sentence	**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

➢ Grade 6: Word List

accommodate	conscious	harass	prejudice
accompany	controversy	hindrance	privilege
according	convenience	identity	profession
achieve	correspond	immediate	programme
aggressive	criticize	individual	pronunciation
amateur	curiosity	interfere	queue
ancient	definite	interrupt	recognise
apparent	desperate	language	recommend
appreciate	determined	leisure	relevant
attached	develop	lightning	restaurant
available	dictionary	marvelous	rhyme
average	disastrous	mischievous	rhythm
awkward	embarrass	muscle	sacrifice
bargain	environment	necessary	secretary
bruise	equipment	neighbour	shoulder
category	especially	nuisance	signature
cemetery	exaggerate	occupy	sincerely(ly)
committee	excellent	occur	soldier
communicate	existence	opportunity	stomach
community	explanation	parliament	sufficient
competition	familiar	persuade	suggest
conscience	guarantee	physical	symbol
system	temperature	thorough	twelfth
variety	vegetable	vehicle	yacht

Mathematics (Course Description)

Grade 6 marks the beginning of Key Stage 3 study, moving on from what students learned during Key Stage 2 (Grades 2 to 5). During Grade 6, through mathematics content, pupils are taught to develop fluency in the subject via consolidating their numerical and mathematical capability from Key Stage 2 and extend their understanding of the **number** system and place value to include decimals and fractions. Throughout the academic year, students should be able to understand and use place value for decimals, measures and integers of any size; define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express one quantity as a percentage of another, compare two quantities using percentages, and work with percentages greater than 100%. Additionally, students should be able to interpret fractions and percentages as operators, as well as to use standard units of mass, length, time, money and other measures, including with decimal quantities.

In **measurement**, students should be able to use direct and indirect measurement to solve problems and measure accurately using standard units. Additionally, Grade 6 students will learn how to calculate volumes of cubes and cuboids, derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders) and calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes.

Grade 6 also is the year in which students begin to unravel the complexities of more sophisticated aspects of **algebra** study. Pupils' will begin to develop their knowledge through exploring understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors; understand and use standard mathematical formulae; rearrange formulae to change the subject; write and evaluate numerical expressions involving whole-number exponents and to be able to write, read, and evaluate expressions in which letters stand for numbers. Additionally, students should be able to Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions. Whereas also being able to apply the properties of operations to generate equivalent expressions and develop a pre-algebra sense.

By the end of Grade 6, students will also have attained a good understand of **geometry**, upon which they can then build a more complex knowledge during

the remainder of Key Stage 3. At the start of Grade 7, pupils should be able to describe the chacteristics of 3D and 2D shapes, analyse the relationships among them and develop geometry and spatial sense.

Mathematics (Course Objectives)

i) Number

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

- Determine and express simple ratios. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

- Use ratio to create a simple scale drawing.

Understand the concept of a unit rate a/b associated with a ratio a:b with $b \neq 0$, and use rate language in the context of a ratio relationship.

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- Example:

  - "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."

- Solve problems on speed as a ratio, using the formula S = d/t (or D = r x t).

- Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

- Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours

to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

- Recognize the percent sign (%) and understand percent as "per hundred."
- Express equivalences between fractions, decimals, and percents, and know common equivalences: 1⁄(10)= 10% , ¼ = 25% , ½ = 50% , ¾ = 75%

- Find the given percent of a number.

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

- Determine the least common denominator (LCD) of fractions with unlike denominators.

- Recognize equivalent fractions (for example, ½ = 63).

- Put fractions in lowest terms.

- Compare fractions with like and unlike denominators, using the signs < , >, ≠ and = .

- Identify the reciprocal of a given fraction; know that the product of a given number and its reciprocal = 1.

- Add and subtract mixed numbers and fractions with like and unlike denominators.

- Multiply and divide fractions.

- Add and subtract fractions with like and unlike denominators.

- Add and subtract mixed numbers and fractions; multiply mixed numbers and fractions.

- Round fractions to the nearest whole number.

- Write fractions as decimals (e.g., ¼ = 0.25; 1275 = 0.68; ⅓ = 0.3333 . . . or 0.33, rounded to the nearest hundredth).

- Example:

    - Create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.)

    - How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?

Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

- Addition and Subtraction

    - Commutative and associative properties: know the names and understand the properties.

- Multiplication

    - Commutative, associative, and distributive properties: know the names and understand the properties.

    - Multiply two factors of up to four digits each.

- Write numbers in expanded form using multiplication.
- Estimate a product.
- Use mental computation strategies for multiplication, such as breaking a problem into partial products, for example: 3 x 27 = (3 x 20) + (3 x 7) = 60 + 21 = 81.
- Solve word problems involving multiplication.

➢ Division

- Understand multiplication and division as inverse operations.
- Know what it means for one number to be "divisible" by another number.
- Know that you cannot divide by 0; that any number divided by 1 = that number.
- Estimate the quotient.
- Know how to move the decimal point when dividing by 10, 100, or 1,000.
- Divide dividends up to four digits by one-digit, two-digit, and three-digit divisors.
- Solve division problems with remainders; round a repeating decimal quotient.
- Check division by multiplying (and adding remainder).

➢ Solving Problems and Equations

- Solve word problems with multiple steps.
- Solve problems with more than one operation.

- Construct problems and solve them.

Compute fluently with multi-digit numbers and find common factors and multiples.

- Determine the greatest common factor (GCF) of given numbers.
- Determine the least common multiple (LCM) of given numbers.
- Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

- Locate positive and negative integers on a number line.
- Compare integers using the symbols $<$, $>$, $\neq$ and $=$.
- Know that the sum of an integer and its opposite is 0.
- Add and subtract positive and negative integers.
- Using a number line, locate positive and negative whole numbers.
- Round to the nearest ten; to the nearest hundred; to the nearest thousand; to the nearest hundred thousand.

Understand the exponents.

- Review perfect squares and square roots to 144; recognize the square root sign, √
- Using the terms squared and cubed and to the nth power, read and evaluate numerical expressions with exponents.
- Identify the powers of ten up to 10^6 .
- Identify a set and the members of a set, as indicated by { }.
- Identify numbers under 100 as factor or composite.
- Identify prime factors of numbers to 100 and write using exponential notation for multiple primes.

ii) Measurement

Use direct and indirect measurement to solve problems.

- Length, mass, capacity and temperature
  - Estimate, measure and record lengths, masses, capacities and temperatures using standard units (km, m, cm, mm, kg, g, l, ml, °C) to a suitable degree of accuracy.
  - Convert between different units of measure using decimals to three places, e.g. 2.475 kg = 2475 g, or vice versa.
  - Read and interpret scales on a range of measuring instruments.
  - Understand and use equivalencies between metric and common imperial units still in everyday use.

- Use the formula, and the standard units cm3 and m3, to calculate the volume of cubes and cuboids.

➢ Time

- Read a timetable using 24-hour clock notation and calculate time intervals.
- Solve problems on elapsed time; regroup when multiplying and dividing amounts of time.

➢ Money

- Use all four operations, fractions and percentages to solve problems involving money.

➢ Perimeter And Area

- Measure and calculate the perimeter of regular and irregular polygons.
- Use the formula, and a variety of standard units (mm^2; cm^2; m^2; km^2), to calculate the area of rectangles and related compound shapes.
- Use the formulae to calculate the area of triangles and parallelograms.
- Use the formulae to calculate the surface area of cubes and cuboids.

iii) Algebra

Write and evaluate numerical expressions involving whole-number exponents.

Write, read, and evaluate expressions in which letters stand for numbers.

➢ Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y.

- Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.

- Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.

Apply the properties of operations to generate equivalent expressions.

- Apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x+3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.

- Recognize variables and solve basic equations using variables.

- Write and solve equations for word problems.

- Find the value of an expression given the replacement values for the variables, for example: What is 7 - c if c is 3.5?

Develop pre-algebra sense.

- Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they

name the same number regardless of which number y stands for. Reason about and solve one-variable equations and inequalities.

- Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

- Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

- Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. Represent and analyze quantitative relationships between dependent and independent variables.

- Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

iv) Geometry

Describe the characteristics of 3D and 2D shapes, analyze the relationships among them and develop geometry and spatial sense.

- Identify and draw points, segments, rays, lines.
- Identify and draw lines: horizontal; vertical; perpendicular; parallel; intersecting.
- Measure the degrees in angles, and know that right angle = 90°, an acute angle: less than 90°, an obtuse angle: greater than 90°, and a straight angle = 180°.
- Identify and construct different kinds of triangles: equilateral, right, and isosceles.
- Know what it means for triangles to be congruent.
- Identify polygons:
    - Triangle, quadrilateral, pentagon, hexagon, octagon parallelogram, trapezoid, rhombus, rectangle and, square.
    - Know that regular polygons have sides of equal length and angles of equal measure.
    - Identify and draw diagonals of polygons.
- Circles:
    - Identify arc, chord, radius (plural: radii), and diameter (radius = ½ diameter).
    - Using a compass, draw circles with a given diameter or radius.

- Find the circumference of a circle using the formulas C = πd, and C = 2 πr, using 3.14 as the value of pi.

➢ Area:

- Review the formula for the area of a rectangle (Area = length x width) and solve problems involving finding area in a variety of square units (such as mi2; yd2; ft2; in2; km2; m2; cm2; mm2).

- Find the area of triangles, using the formula A = ½(b x h).

- Find the area of a parallelogram using the formula A = b x h.

- Find the area of an irregular figure (such as a trapezoid) by dividing into regular figures for which you know how to find the area.

- Compute volume of rectangular prisms in cubic units (cm3, in3), using the formula V = l x w x h.

- Find the surface area of a rectangular prism.

- Identify and apply translations, reflections and rotations.

- Identify and apply tessellations (dilations).

Science (Course Description)

The principal focus of science teaching in Grade 6 and throughout Key Stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of **Biology**, **Chemistry** and **Physics**. Pupils should begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. Examples of these big ideas are the links between structure and function in living organisms, the particulate model as the key to understanding the properties and interactions of matter in all its forms, and the resources and means of transfer of energy as key determinants of all of these interactions. They should be encouraged to relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations.

Pupils should understand that science is about working objectively, modifying explanations to take account of new evidence and ideas and subjecting results to peer review. Pupils should decide on the appropriate type of scientific enquiry to undertake to answer their own questions and develop a deeper understanding of factors to be taken into account when collecting, recording and processing data. They should evaluate their results and identify further questions arising from them.

'Working scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Teachers should feel free to choose examples that serve a variety of purposes, from showing how scientific ideas have developed historically to reflecting modern developments in science.

Pupils should develop their use of scientific vocabulary, including the use of scientific nomenclature and units and mathematical representations.

Science (Course Description)

Biology

i) Plants

- Recognize the major organs of flowering plants and know their functions

ii) Humans

- Explore the role of the skeleton and joints and the principle of antagonistic muscles
- Recognize the major organ systems of the human body and know their functions

iii) Living things in their habitats

- Identify the seven characteristics of living things
- Know about the role of micro-organisms in the breakdown of organic matter, food production and disease

iv) Cells

- Identify the structures present in plant and animal cells as seen with a simple light microscope
- Compare the structure of plant and animal cells
- Relate the structure of some common cells to their functions.
- Understand that cells can be grouped together to form tissues, organs and organisms

v) Ecology

- Describe how organisms are adapted to their habitat
- Draw and model simple food chains

- Discuss positive and negative influence of humans on the environment
- Discuss a range of energy sources and distinguish between renewable and non-renewable resources.

vi) Variation and classification

- Understand what is meant by a species
- Investigate variation within a species. Secondary sources can be used
- Classify animals and plants into major groups

Chemistry

i) Material properties and changes

- Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state
- Distinguish between metals and non-metals
- Describe everyday materials and their physical properties
- Use a pH scale
- Understand neutralization and some of its applications
- Use indicators to distinguish acid and alkaline solutions

ii) Space, Earth

- Observe and classify different types of rocks and soils
- Research simple models of the internal structure of the Earth
- Examine fossils and research the fossil record

- Discuss the fossil record as a guide to estimating the age of the Earth
- Learn about most recent estimates of the age of the Earth

Physics

- **Forces and Motion**
  - Describe the effects of forces on motion, including friction and air resistance
  - Describe the effect of gravity on objects

ii) **Energy**

- Understand that energy cannot be created or destroyed and that energy is always conserved
- Recognize different energy types and energy transfers

iii) **The Earth**

- Describe how the movement of the Earth causes the apparent daily and annual movement of the sun and the stars
- Describe the relative position and movement of the planets and the sun in the solar system
- Discuss the impact of the ideas and discoveries of Copernicus, Galileo and more recent scientists
- Understand that the sun and other stars are sources of light and that planets and other bodies are seen by reflected light

Geography (Course Description)

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The Grade 6 curriculum for geography aims to ensure that all pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Additionally, pupils should learn to understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Geography (Course Objectives)

i) The Earth

- Origins of the Earth
- Geological timescale of the planet
- Human migration across the Earth
- Places people live in
- How humans and natural process are changing the Earth
- How does geography help us to understand the world?

ii) Maps and Mapping

- Mapping connections
- Plans and scales
- Mental mapping and sketching maps
- Scale and real maps
- Grid references
- Distances on maps
- Directions: North, South, East and West
- Ordinance survey maps
- Latitude and longitude

iii) UK Geography

- Physical features
- Weather patterns

- Impact of immigration
- Population grown and geography
- London

iv) Glaciers

- What and where are glaciers?
- How glaciers shape landscapes
- Glacial landforms: erosion, pyramid peaks
- U-shaped valleys and hanging valleys
- Landforms: glacial decomposition
- Glacial landforms on OS maps

v) Rivers

- River Thames
- Water cycle
- River's course: source to mouth
- How rivers impact on the surrounding land
- Landforms rivers create
- Water supply
- Flooding

vi) Africa

- History of Africa
- Africa today

- Countries of Africa
- Population distribution
- Physical features
- Africa's four main biomes
- The Horn of Africa
- Climate
- Farming in Ethiopia
- Nomadic life
- Coasts
- Case study: Addis Ababa

History (Course Description)

During Grade 6, students will begin a chronological and focused study of the most important and crucial events that occurred during Britain's and Europe's past. Beginning with the middle ages in Grade 6, by Grade 8 pupils will have studied and research over one-thousand years of British and European history.

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

By the end of Grade 6, pupils will have studied the development of Church, state and society in Medieval Britain 1066 – 1509. Through studying a number of topics, ranging from the Norman Conquest of England and progressing to the foundations of the Tudor dynasty, students will learn to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

History (Course Objectives)

i) The Norman Conquest

- The story of Britain up to 1066
- Life in England before 1066
- Edward the Confessor and the succession struggle
- Battle of Stamford Bridge
- Battle of Hastings
- The conquest of England
- William the Conqueror
- Domesday Book
- Feudal System

ii) Christendom, the importance of religion and the Crusades

- Religious beliefs
- Crusades

iii) The struggle between Church and Crown

- Henry II and Thomas Becket
- Archbishop of Canterbury murder

vii) Magna Carta and the emergence of Parliament

- Origins of the English parliament
- King John and the Magna Carta

viii) Society and Economy

- Life in medieval towns
- The Black Death and its social and economic impact
- The Peasant's Revolt
- Society, economy and culture; for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature.
- Health and medicine.

ix) Warfare

- The Hundred Years War
- The English campaigns to conquer Wales and Scotland up to 1314.
- Relations with Scotland and Ireland
- Joan of Arc
- War of the Roses
- Emergence of the Tudors and Henry VIII

Information Technology (Course Description)

Information and Communication Technology (ICT) for Grade 6 strengthens a student's responsible use of the technological knowledge and skills by means of exploring and utilising various online and offline resources as tools and data for collaboration, problem solving, creative and critical thinking related to their level.

Learners should learn to extend the range of ICT tools they use for communication, investigation and control; they should use ICT to select information, sources and media that are suitable for their purpose and assess the value of ICT in their work.

Information Technology (Course Objectives)

In Grade 6 ICT, the students are expected to:

- Develop digital literacy skills that will enable them to function as discerning students in an increasingly digital society.
- Access various tools and applications for learning and skill development.
- Operate a variety of hardware and software independently and troubleshoot common problems.
- Use the ICT facility with care, ensuring the safety of themselves, others and the equipment.
- Create a variety of digital products using appropriate tools and applications and saving, storing and managing digital resources.
- Practice safe, legal and ethical means of using ICT.

Skills Developed

Learners should learn to:

i) Use hardware and develop knowledge of ICT

- Use ICT to explore and solve problems in the context of work across a variety of subjects.
- Use ICT to further their understanding of information that they have retrieved and processed.
- Discuss their experience of using ICT and assess its value in their work.
- Investigate parallels with the use of ICT in the wider world, consider the effects of such uses and compare them with other methods.

ii) Communicate Using ICT

- Use ICT hardware and software to communicate ideas and information in a variety of forms, incorporating text, graphs, pictures and sound, as appropriate, showing sensitivity to the needs of their audience in choice of layout, typeface or graphics as well as considering the most appropriate use of such tools to present their ideas or argument.

- Use hardware and software to organise, re-organise and analyse ideas and information.

iii) Handle information Using ICT

- Interrogate information that has been stored, developing the need to take care in framing questions when collecting, accessing or interrogating information.

- Interpret, begin to analyse and check the plausibility of information held on ICT systems, and select the elements required for particular purposes.

- Select suitable information and media, and classify and prepare information for processing with ICT, checking for accuracy.

iv) Control and Monitor Using ICT

- Use simple commands to control a device.

- Understand the difference between inputs and outputs and develop commands to control them.

- Use a sequence of commands to control a device including inputs and outputs.

- Use sensors to gather data, record the data for a purpose and be able to give simple interpretations of the data gathered.

Art & Design (Course Description)

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Building on what was taught during the Key Stage 2 years, in Grade 6 students should pursue and be taught how to adopt a more mature outlook when it comes to art, drawing and other original pieces of work. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Adjacent to developing their own artistic skills, students should also learn how to incorporate their personal interests into pieces of art work they produce, beginning to think independently from their instructor. They should be able to create their own original piece of work and, most importantly, learn how to critically analyse their own work and progress, as well as pieces of art created by others. Grade 6 also marks the start of students beginning to study new and more complex art media, to create new and original art forms. In relation to this, the artist of focus for Grade 6 is the pop art of Andy Warhol.

Art & Design (Course Objectives)

i) Drawing Skills and Practice

- Self-portrait drawing and design
- Analysis of the portraits of others
- Drawing skills and practice
- Experimenting with shading and colouring
- Creating personal visual patterns

ii) Abstract Art

- Still-life abstraction
- Symmetrical and asymmetrical balance
- Drawing skills and practice
- Experimenting with shading and colouring

iii) Textures in Design

- Leather textures
- Magazines
- Lentile painting
- Creation of original art work

iv) Artist focus: Andy Warhol

- Pop Art styles
- Pop Art motifs
- Patterns and connection

- Creation of original visual pattern

Design Technology (Course Description)

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

Design Technology (Course Objectives)

i) Drawing Skills and Practice

- Use research and exploration, such as the study of different cultures, to identify and understand user need.
- Identify and solve their own design problems and understand how to reformulate problems given to them.
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses.
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-Dand mathematical modelling, oral and digital presentations and computer-based tools.

ii) Make

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.
- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.

Music (Course Description)

Meridian International School students moving up into Grade 6 will encounter the more thorough and detailed Key Stage 3 curriculum for the first time. Pupils should build on their previous knowledge wrought the work undertaken in Key Stage 1 and Key Stage 3. From Grade 6 onwards, pupils should develop their vocal and/or instrumental fluency, accuracy and expressiveness.

Our students will work to improve their understanding of musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practices as musicians. Respecting modern advances in the study of music and personal music creation, pupils will use relevant technologies appropriately and learn to appreciate and understand a wide range of musical contexts and styles.

Students will perform, listen to, review, and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians, in particular J.S.Bach, G.F.Handel, and A. Vivaldi.

Students will learn to sing, to create and compose music, have opportunity to learn a musical instrument.

Students will work more in detail with the rhythm and sound, play different percussion instruments, they will prepare for a performance an arrangement of chosen music, they will learn how to work in a group, arrange a music and how the music is created, produced and communicated, including through the inter-related dimensions.

Music (Course Objectives)

i) Developing Knowledge

a) Elements

Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).

- Rhythm - steady beat, accents, downbeat, play a steady beat, rhythm patterns, and syncopation patterns.
- Melody – ascending, descending, skips, steps
- Harmony – chords, homophony, polyphony
- Dynamics – p, mp, mf, f, crescendo, decrescendo

b) Notation

Review the notation:

- Whole, dotted half note, half, quarter note, eighth notes, sixteenth notes, dotted rhythm
- Whole, half, quarter rest
- Staff, treble clef (G clef), bass clef (understand that different instruments use different clef (why)
- Names of the notes
- Sharps and flats
- Time signatures 4/4 time, 2/4 time, ¾ time
- Legato, staccato

c) History of the Music

- Classical Period in Music (orchestra, chamber music, forms of instrumental and vocal music, J.Haydn, W.A.Mozart, L.van Beethoven)

- Romantic Music (expression of emotions, new instruments, romantic orchestra, ballet, F. Chopin, B. Smetana, A. Dvořák, P.I. Tchaikovsky)

- 20th century (S.Prokofjev, I. Stravinsky, L.Janáček, B.Martinů)

- 20th century – innovations in musical forms and styles (folk music, popular music, world music)

ii) Preparation of the Performance

- Developing knowledge, skills and understanding through the integration of performing, composing and listening.

- Participating, collaborating and working with others as musicians, adapting to different musical roles and respecting the values and benefits others bring to musical learning.

- Performing with control of instrument-specific techniques and musical expression.

- Exploring and developing musical ideas when performing.

- Students will have the chance to organize themselves and show personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement.

Modern Language (Course Description)

At Meridian International School, our students have the option of studying a choice of modern languages. For Czech citizens, Grade 6 students will follow a curriculum that closely follows the Czech national curriculum, whereas non-native Czech speakers will follow a curriculum that is based on methodologies that closely follow a standard European framework.

Additionally, our students have the option of studying French, following a curriculum that adheres strictly to the standards of the National Curriculum of England.

Teaching should build on the foundations of language learning laid at Key Stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Modern Language (Course Objectives)

i) Grammar and Vocabulary

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied.

- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.

ii) Linguistic Competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.

- Transcribe words and short sentences that they hear with increasing accuracy.

- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.

- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.

- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.

- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.

- Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.

- Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

Physical Education (Course Description)

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

During Grade 6 studying physical education will help to ensure that all pupils are able to, develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities, and well as to understand the importance and to lead healthy, active lives.

Physical Education (Course Objectives)

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils should be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]

- Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]

- Perform dances using advanced dance techniques within a range of dance styles and forms

- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

- Take part in competitive sports and activities outside school through community links or sports clubs.

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