

UNITED SCHOOL INTERNATIONAL CURRICULUM OVERVIEW YEAR 1-6

United School International School, The Pearl, Doha.

Primary School Curriculum.



مدرسة المتحدة الدولية

United School International

The Pearl Island جزيرة اللؤلؤة

an Orbital Education School

Head of Primary School

UNITED SCHOOL INTERNATIONAL

CURRICULUM OVERVIEW YEAR 1-6

ACADEMIC LEARNING

Our curriculum is designed to provide both breadth and depth and give the children in the Primary School a stimulating, challenging, learning experience. While we place a great emphasis on the core subjects to ensure all children achieve the highest standards possible, we balance this with creative, physical and investigative learning for all. All pupils have opportunities for free and deep learning through research and project work. The pupils' education is enhanced further with opportunities for learning outside and beyond the classroom through themed learning and community links. At USI, we also have a wide and varied Enrichment program that ensures all children find an activity that they are passionate about. We have daily Enrichment sessions as well as our comprehensive programme of external co-curricular activities.

In Years 1 through to Year 6, the children receive much of their teaching in academic subjects from their class teachers and a growing number of subject specialist staff. Year 6 is organised as a transitional year with the children encountering a greater number of staff in preparation for Year 7. All our pupils are taught by subject specialist staff for French, Art, Spanish, Music, P.E. Swimming, Drama and Computer Studies. Class teachers remain key figures both academically and pastorally throughout the Primary School playing an essential role in the 'holistic' education that we offer.

HOLISTIC EDUCATION

The Class Teacher in the Primary School is at the heart of the pastoral and academic lives of the children. They have the direct and daily responsibility for monitoring the wellbeing of their pupils. The Class Teacher acts as the first point of contact for parents and in school is likely to be the person who knows the students in his or her class best. They have large amounts of contact with them through registration, PSED lessons and many academic lessons (especially the core subjects). We believe our students should be confident, happy and then the learning will come naturally.

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ENRICHED LEARNING – AFTER SCHOOL ACTIVITIES

Students at USI, have the opportunities for a great deal of Drama and Music both inside and outside the curriculum.

Our Music program means that all students from Year 1 to Year 6 will have Specialist music classes each week as well as Choir with their Key Stage. All the students are encouraged to be involved in our productions. We have a Key Stage 1 show in Term 1 and a Key Stage 2 production in Term 2. We place a strong emphasis on all the children contributing and having their chance to shine. There are multiple ensembles and concerts (both grand and informal) and singing is at the heart of the school in our assemblies and year group assemblies that are showcased for parents.

We wish all our students leave the Primary School having learnt many skills in the Performance Arts but most importantly to be inspired to keep this appreciation throughout Secondary and well beyond. All the children should know what it feels like to be a singer, an artist, a player and an actor by the time they leave the Primary School, it is our job to provide these opportunities.

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KEY STAFF CONTACTS

NAME	DESIGNATION	EMAIL
MR. IAN TEMPLE	EXECUTIVE PRINCIPAL	IAN.TEMPLE@UNITED SCHOOL.QA
	HEAD OF PRIMARY	
MR ELLIOT ROSE	ADMISSIONS MANAGER	ELLIOT.ROSE@UNITEDSCHOOL.QA
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SCHOOL TIMINGS

07:30	START OF SCHOOL DAY
14:00	END OF LESSONS
14.10	AFTER SCHOOL ACTIVITIES
15.15	EXTERNAL ACADEMIES

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AFTER SCHOOL SCHEDULE

Our ASA offer is planned to ensure every student reaches their potential as well as having the opportunity to try new activities, participate in outings, in and around the community as well as further afield. Our ASA program is planned with Sporting Activities, Languages & Cultural Clubs, Performance Arts program and extra academic sessions to help support students' confidence and develop attainment.

We insist that the children try a range of activities to ensure a balanced and broad curriculum and to provide them with a holistic view of learning that will shape their future.

The amount of ASA's that your child completes each week is optional but no less than two per week. The activities have been planned considering academic, sport and performing arts as well as some relaxation session to help children relax after a busy day of learning.

All classes are arranged based on interest and therefore we are unable to change options after registration closes.

Please see our ASA brochure for more information.

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MATHS

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Students will learn how to manipulate, calculate, analyse, and reason whilst applying these skills to real-life problems. Our curriculum is designed for pupils to become knowledgeable and deep mathematical thinkers, this is achieved through purposeful practice, independent home learning opportunities and an emersion in mathematical technology.

For our maths teaching, we use White Rose Maths. This is an award-winning system that provides materials and schemes for learning. If you would like to know more, please follow this link:

<https://whiterosemaths.com/who-we-are/our-story>

LITERACY

The overarching aim for Literacy in the British National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for Literacy aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

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- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

The Learning of Literacy is divided into key areas in The United School International. We develop Spoken English, Reading, and Writing as well as enhance spelling, grammar and punctuation, however this is very much an interdisciplinary topic that can be observed on the timetable as a standalone subject but also plays a very big part in other topics such as Science, Topic etc. Pupils are given daily lessons where they gain the skills to have a confident and well-mastered voice, both on paper and spoken. With a spacious and well-stocked libraries as the centre of the school; Early Years personalised class libraries, Primary Key Stage 1 library and our Key Stage 2 and Secondary Library. our pupils know that reading is an integral part of their daily life.

An abundance of enriching literature-based activities are run yearly such as writing competitions in school and in the national community, visiting authors, family book club, Shakespeare workshops, book weeks, Ted talks, just to name a few.

On the journey from FS1 through to Year 9, a high standard of writing, reading, speaking and listening is developed, our expectations are high for all our students.

SCIENCE

Pupils in Years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language

The principal focus of science teaching in lower Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the

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relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out

The principal focus of science teaching in Upper Key Stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At Upper Key Stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

TOPIC

In USI, Topic class includes Geography, History and Citizenship as facets of the learning. The subjects merge and become an interdisciplinary approach to a key Topic that emerges in all components of the teaching block. Literacy texts link to the Topics, reinforcing key vocabulary and build links that the children can map across all their learning. In Geography our students 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. They 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. We also develop geographical skills needed to; collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical

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processes. We teach the skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Our students can communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length by the time they leave Year 6. In History our students are introduced to Qatari History, an important area of curricular learning is looking at the community we live in to understand and respect the cultural elements that makes Qatar such a beautiful place to live in. History allows the students the opportunity to experience the past, the legends and the chronicles of time that leads to the way our world is evolving. They will know and understand the history of different countries as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how countries have been influenced by the wider world. They will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

THE ARTS

Our students are taught The Arts by leading Specialist teachers in Music, Art & Design, Drama and Design & Technology. The curriculum is connected to the Topic and the children build their creativity as we move through the topic. The words they read, the songs they sing, add and develop extending their art and drama skills. produce creative work, exploring their ideas and recording their experiences. They will become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design. They will also study different artists' works, researching the great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In Music our students will learn to 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. Weekly Choir lessons help them learn to sing and to use their voices, to create and compose music on their own and with others. Our children will have the opportunity to learn a musical instrument, use technology appropriately and can progress to the next level of musical excellence. As the students grow and move through the year groups they will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

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COMPUTING STUDIES

Our students are taught Computer Studies by a Specialist teacher. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. The students will have the opportunity to use iPads in all classes for research and interactive learning as well as using Promethean Interactive Screens in the classroom to develop their confidence and skills in all areas of ICT. In Key Stage 2 the children learn design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. We have a range of apps and programs that they students will use to learn how to sequence, use selection, and repetition in programs as well as learn how to work with variables and various forms of input and output. We encourage the students to become confident using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Our students learn that computers are not all about games and social media but have a deep layer and a real importance in the future and in their educational development.

LANGUAGES

In USI, we have students from all over the globe. We offer Spanish and French from Year 1 and have Early Years taster classes to allow even our youngest students the opportunities to experience new languages. We teach native Arabic and run after school classes for those interested in developing their language skills. This is an important detail as we hope all our students can develop the language of the country we live. We want our students to become global citizens and hope they will develop a love of languages that will be cultivated as they get older.

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.”

National Curriculum of England.

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PHYSICAL EDUCATION

The British National Curriculum states, that all schools should deliver a high-quality physical education curriculum, which 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. At USI our students have PE lessons twice a week taught by Specialist trained teachers from the UK. We build on this program by inviting qualified swim coaches, soccer coaches and other external providers to ensure our curriculum provides students the opportunities to trial a range of sporting sessions. We teach in block of 4 and 6 weeks to build and develop key skills all while having fun, making friendships and learning how to collaborate as part of a team – a lifelong skill that everyone should have. In Key Stage 1 the students begin to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

In Key Stage 2 the students use running, jumping, throwing and catching in isolation and in combination play competitive games, [badminton, basketball, cricket, football, hockey and netball, rounders and tennis], and apply basic principles suitable for attacking and defending. They will further develop key skills to;

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Our students will participate in blocks of Swimming lessons throughout the year. Our school swimming pools are there to be used as part of the PE class and as part of the ASA program. We will ensure the children develop safety skills and be able to swim

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competently, confidently and proficiently over a distance of at least 25 metres. They will use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] as well as learn to perform safe self-rescue in different water-based situations.

YEAR 6

CURRICULUM INTENTION

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

CURRICULUM IMPLEMENTATION

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly.

Pupils will be able to use multiplication and division as inverses to support the introduction of ratio in Year 6, for example, by multiplying and dividing by powers of 10 in scale drawings or by multiplying and dividing by powers of a 1000 in converting between units such as kilometres and metres. They understand the terms factor, multiple and prime, square and cube numbers and use them to construct equivalence statements.

ASSESSMENT

Two assessments per term will be carried out to measure student progress, the assessments will be cumulative and will therefore include all work learnt up to that point (including expected knowledge from previous years). The student in Year 6 will have strong arithmetic and mental maths strategies that they can apply to class tasks, problem solving activities. Each week they will have class practices to develop with area of maths progress, and a weekly arithmetic class will be in addition to Maths class.

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CURRICULUM IMPACT

Number & Place Value

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all the above

Number – Addition & Subtraction, Multiplication & Division

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Number – Fractions

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form.

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- divide proper fractions by whole numbers.
- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

Ratio & Proportions

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found

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- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

Geometry – Properties of Shape

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Geometry – Position & Direction

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane and reflect them in the axes.

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems

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- calculate and interpret the mean as an average.

YEAR 5 & 6 LITERACY CURRICULUM

CURRICULUM INTENTION

In Year 5 & Year 6, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. By the end of Year 6, pupils' reading, and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 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.

CURRICULUM IMPLEMENTATION

Our Topics become intertwined with cross curricular and interdisciplinary learning leading the way. This allows our students to fully immerse in the topics, reading, writing, researching all subjects as one. At this stage of learning our students only stand-alone topic is Maths, all other subjects ensure that key objects are planned for and covered in the topic learning.

ASSESSMENT

A variety of different assessment methods are used to assess the students. In Year 5 & year 6 we expect students to start taking ownership and leadership of their learning. They will be supported by their class teacher, who will encourage and guide them. Homework starts to become more structured and requires more focus and discipline from the students to ensure they are revising and

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reinforcing the daily learning. Students will be required to read independently and will have to feedback and share their opinions and critical evaluations in class.

Written pieces of work will be made up of 6 weeks week of learning with a written piece; creative, narrative, report etc. This will be reviewed according to the gov.uk standards. Reading is an ongoing assessment. Teachers will use key materials to inform the judgements they make against the statutory framework for English reading at the end of key stage 1.

Students will complete 'entry' and 'exit' summative assessments from GL, this data is tracked and monitored against classes, year groups and cohorts. Each lesson makes explicit references to the skills being assessed thereby developing students' understanding of the curriculum and equipping them with the necessary skills and language for learning needed to take charge of their own learning experience preparing for the transition to Key Stage 3.

WIDER CURRICULUM

The students will take their learning outside of the classroom and bring it to life with library visits, museum trips and outings linked to their learning. Digital and virtual trips will add to the ICT side of the curriculum.

CURRICULUM IMPACT

Reading – Word Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

Reading Comprehension

- maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and reading books that are structured in different ways and reading for a range of purposes

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- 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
- making comparisons within and across books learning 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
- summarising 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.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Pupils will receive guidance about and feedback on the quality of their explanations and contributions to discussions.

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Writing – Composition

- 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 understand that the spelling of some words needs to be learnt specifically,
- 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 in a dictionary
- use a thesaurus.

Handwriting & Presentation

- write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing Composition

- 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, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- 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
- précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

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- 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 error
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – Vocabulary,

- develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

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YEAR 6 CURRICULUM OVERVIEW				
TERM	MISSION	SUBJECT FOCUS	WRITING OPPORTUNITIES	SUMMARY
AUTUMN 1 6 weeks	Iceberg Ahead!	<p style="text-align: center; color: #800080;">Global Awareness & Sustainability</p> <p style="text-align: center;">The Story of the Titanic.</p> <p style="text-align: center;">CC Link Geography, History & Science, D&T.</p>	Research, Narrative, Persuasive writing Poetry	<p>During this mission, pupils will be introduced climate changes around the world and how animals are adapting to the changes.</p> <p>The students will research the significant events in history leading up to the Titanic, building and sinking and the stories of survivors. The pupils will also be introduced to significant individuals; Robert Falcon Scott, Belfast (UK Study).</p> <p>Student will look at Materials, floating and sinking. The children will take part in team challenge building, planning and reviewing how to make a boat in D&T.</p> <p>Students will look at several texts; Fiction and Non-Fiction – Michael Morpurgo – Kasper Prince of Cat's, Titanic the Survivor, TITANIC: MY STORY by Ellen White etc.</p> <p>In Art the children will write to and make connections with artists from around the globe, creating pieces in their style. They will plan and host their own exhibition.</p>
AUTUMN 2	Ancient Greeks – Let the Games Begin	<p style="text-align: center; color: #800080;">Enterprise – Everyone a Leader</p>	Creative writing, adventure and fantasy.	<p>During this mission, pupils will travel back in time to reflect and compare the similarities and differences in sporting events, day to day life, health and nutrition in ancient Greek.</p>

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6 weeks		<p>Influences on the Western World – The Olympics (possibility of World Cup link).</p> <p style="text-align: center;">CC Links</p> <p>History, Science P.E& Geography</p>	Instructional writing.	<p>During this mission, pupils will be introduced to Greek myths and legends. They will read and research a range of stories to develop skills linked to historians. They will delve into Ancient Greek life, study the Battle of Marathon and Thermopylae and meet significant individuals such as Alexander the Great.</p> <p>Key texts include 'Percy Jackson and the Lightning Thief' by Rick Riordan, 'Who Let the God's Out' by Maz Evans, 'The Odyssey' by Gillian Cross.</p> <p>In Science the children will research Medicine through time and review the workings of the human heart, healthy eating and the impact of a healthy diet. The children will know how the heart functions and how blood is pumped around the body. Explain how to prevent disease by maintaining a healthy diet. The children will explore the human heart, understanding what affects heart rate.</p> <p>In Art and Design and Technology the pupils will be introduced to Greek architecture and study key locations, building and monuments. In Art pupils will research sculpture and will be introduced to Anthony Gormley's figure sculptures.</p>
SPRING 1 4 weeks	The Evidence is in the ground!	<p style="text-align: center; color: #800080;">Curiosity & Wonder</p> <p style="text-align: center;">CC Link</p> <p>Geography, History Art, D&T.</p>	Retell – diary writing.	<p>During this mission the children will read The Hobbit– J.R.R. Tolkien Supplementary Texts (for reading). We will develop skills in reading and understanding longer passages.</p> <p>Students will learn the skills required for assessing the effectiveness of their own and others' writing. Students will review ways to change to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>

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				<p>The children will perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>In Science our students review Evolution and Inheritance. We will research and explain how adaptations help animals and plants survive, describe the process of natural selection.</p> <p>Our students will explain why animals can look different to their parents, describe the process of genetic modification and explain what fossils can tell us. The children will use ICT to explore the work of palaeontologist Mary Anning.</p> <p>A skill necessary in both Literacy & Science is to be able to identify scientific evidence used to support or refute ideas of arguments, this will be developed in preparation for Year 7 writing.</p> <p>In Art students will take time for still life art and focus on shading, outlines and developing focus and timing.</p>
SPRING 2 4 weeks	Memorable Journeys	Identity, diversity and Equality – Home Belonging & Community CC Links Geography, PSHE, Science Materials.	Non chronological Review pieces of writing - assess the effectiveness of their own and others' writing	<p>During this mission pupils will take off on a wonderful journey. They will read the magical text 'Journey to the River Sea' by Eva Ibbotson and The Dragonfly Pool.</p> <p>In Geography they will travel to South America and review coffee trade, exploring the historical background of 'Fair Trade'. The students will review some beautiful Brazilian pottery and pattern art – pinch pots.</p> <p>In Science the students will describe Nicolaus Copernicus' ideas about planetary motion. They will review the movement of the Earth, and other</p>

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				<p>planets, in space and describe the characteristics of planets in our solar system.</p> <p>The children will learn about the Big Bang theory and gravitational force. They will explore the causes of the different phases of the moon as well as research asteroids and meteors.</p> <p>Art will look at the colourful art from Frida Kahlo and the children make some fabrics and prints bringing imagery and outside to life.</p>
SUMMER 1 4 weeks	Inventions that stand the test of time...	Transformation - Changes CC Links History, Science, PSHE & Math Computer Studies	Non - chronological report Poetry Modern Fiction	<p>During this mission, pupils will read 'Invention of Hugo Cabret', a story about a young boy in France who discovers his purpose in life. This book connects 'transition' as the Year 6 children prepare for their move to Key Stage 3 education.</p> <p>PSHE link encourages the pupils to discover their personal interests. In Science (linked to the novel) the students will study 'Inventors' Changing Circuits and how automatons work.</p> <p>The pupils will look at electricity operated toys/gadgets and design an alarm for a box that they can use. The process for planning, design editing and making updates prepares the children for D&T in Secondary education.</p>
SUMMER 2 4 weeks	Changing Lives-through the keyhole	Peace & Conflict CC Link.	Investigate characterisation through role-play and drama.	<p>In this topic the children will review historical events. The children will read Key Texts: 'The boy at the back of the classroom'</p> <p>The children will recite and recall the model text through dramatic devices. They will investigate characterisation through role-play and drama.</p>

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		History, Science, Computing, Technology	<p>Newspaper report.</p> <p>Persuasive Writing</p>	<p>The children will create poems based on using a range of poetic devices and figurative language and write letters using persuasive language.</p> <p>In History we are learning about life in Britain during the Second World War and how propaganda was used to learn about the location of countries involved in the Second World war.</p> <p>The children will learn about the reasons why many people came to live in Britain as refugees and what life was like for them. We will learn about a significant person from history who was a refugee and how they changed the lives of others. In Art the children will visit the Museum of Art in Qatar, Le Louvre and V&A London and go on a virtual visit reviewing key pieces of art.</p>
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YEAR 6 TEACHING TEAM

YEAR 6 A	01-1119 Room 6	Artic Foxes	Asif Ashraf	Paula Carrajana
YEAR 6 B	01-1120 Room 7	Polar Bear	Susan Peoples	