



British School of Ulaanbaatar

Primary Curriculum Overview - Year 6

Subject	Term 1	Term 2	Term 3
<p>Maths</p>	<p><u>Number - Place Value</u></p> <ul style="list-style-type: none"> To use numbers to 10,000 To use numbers to 100,000 To use numbers to a million To use numbers to ten million To compare and order any number To round numbers to 10, 100 and 1,000 To round any number To understand and use negative numbers <p><u>Number - Addition, Subtraction, Multiplication and Division</u></p> <ul style="list-style-type: none"> To add and subtract whole numbers with more than 4 digits To complete multi-step addition and subtraction problems To add and subtract integers To multiply 4-digits by 1-digit To multiply 2-digits (area model) To multiply 2-digits by 2-digits To multiply 3-digits by 2-digits To multiply up to a 4-digit number by 2-digit number To divide 4-digits by 1-digit To divide with remainders To use short division To use division using factors To complete long division To understand factors To use common factors To use common multiples Primes to 100 Squares and cubes To calculate in order To calculate mentally and estimate 	<p><u>Number - Decimals</u></p> <ul style="list-style-type: none"> To use decimals up to 2 decimal places To understand thousandths To understand three decimal places To multiply by 10, 100 and 1,000 To divide by 10, 100 and 1,000 To multiply decimals by integers To divide decimals by integers To use division to solve problems To convert decimals as fractions To convert fractions to decimals <p><u>Number - Percentages</u></p> <ul style="list-style-type: none"> To understand percentages To convert fractions to percentages To understand equivalent FDP To order FDP To find a percentage of an amount To use percentages – missing values <p><u>Number - Algebra</u></p> <ul style="list-style-type: none"> To find a rule – one step To find a rule – two step To form expressions To understand substitution To use formulae To form equations To solve simple one-step equations To solve two-step equations To find pairs of values To enumerate possibilities <p><u>Measurement - Converting Units</u></p> <ul style="list-style-type: none"> To understand metric measures 	<p><u>Number - Ratio</u></p> <ul style="list-style-type: none"> To use ratio language To understand ratio and fractions To introduce the ratio symbol To calculate ratio To use scale factors To calculate scale factors To solve ratio and proportion problems <p><u>Geometry - Position of Shapes</u></p> <ul style="list-style-type: none"> To measure with a protractor Introduce angles To calculate angles To find vertically opposite angles To find angles in a triangle To find angles in a triangle – special cases To find angles in a triangle – missing angles To find angles in special quadrilaterals To find angles in regular polygons To draw shapes accurately To draw nets of 3-D shapes <p><u>Statistics</u></p> <ul style="list-style-type: none"> To read and interpret line graphs To draw line graphs To use line graphs to solve problems To understand circles To read and interpret pie charts To use pie charts with percentages To draw pie charts To understand and find the mean

	<ul style="list-style-type: none"> ● To explain reason from known facts <p><u>Number - Fractions</u></p> <ul style="list-style-type: none"> ● To complete equivalent fractions ● To simplify fractions ● To use improper fractions to mixed numbers ● To use mixed numbers to improper fractions Fractions on a number line ● To compare and order (denominator) ● To compare and order (numerator) ● To add and subtract fractions ● To add mixed numbers ● To add fractions ● To subtract mixed numbers ● To subtract fractions ● To solve mixed addition and subtraction ● To multiply fractions by integers ● To multiply fractions by fractions ● To divide fractions by integers ● To use four rules with fractions ● To find a fraction of an amount ● To find a fraction of an amount – find the whole <p><u>Geometry - Position and Direction</u></p> <ul style="list-style-type: none"> ● To understand the first quadrant ● To explain the four quadrants ● To complete translations ● To use reflections 	<ul style="list-style-type: none"> ● To convert metric measures ● To calculate with metric measures ● To use miles and kilometres ● To understand imperial measures <p><u>Measurement - Perimeter, Area and Volume</u></p> <ul style="list-style-type: none"> ● To use shapes – same area ● To find area and perimeter ● To find the area of a triangle ● To find the area of parallelogram ● To understand what is volume? ● To use volume – counting cubes ● To find the volume of a cuboid 	
<p>English</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ● To apply a growing knowledge of root words, prefixes and suffixes to read and understand the meaning of new words. ● To use phonetic decoding to understand read words. ● To predict what might happen from details in the text. ● To summarise the main ideas from a text. ● To ask questions about the text to improve understanding. ● To read and discuss a wide range of texts. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> ● To learn a wide array of poetry by heart. ● To perform poems using intonation, tone and volume. ● To identify how language and structure contribute to meaning. ● To evaluate how an author uses language. ● To recommend books to peers, giving reasons. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> ● To distinguish between fact and opinion. ● To retrieve, record and present information from non fiction. ● To read books structures in a variety of ways. ● To read a variety of books of different styles from different cultures. ● To identify and discuss themes in texts. ● To draw inferences from the text with evidence.

Writing

Wonder by R.J. Palacio

Starting 5th grade at Beecher Prep, Auggie wants nothing more than to be treated as an ordinary kid—but his new classmates can't get past his extraordinary face.

- To write legibly and fluently with increasing speed.
- To identify audience and purpose for writing.
- To note and develop initial ideas based on reading and research.
- To identify features of and write a diary entry.
- To identify features of and write a formal letter.
- To identify features of and write a review.
- To proofread for spelling and punctuation errors.
- To propose changes to vocabulary, grammar and punctuation to enhance writing.
- To assess the effectiveness of their own and others' writing.

Goodnight Mister Tom by Michelle Magorian

Set during the second world war, the main character is a young boy named William who is evacuated to the countryside to live with a grieving widower named Tom. Having been abused and beaten by his mother, it takes William a while to adapt to a life with more freedom and happiness.

- To write legibly and fluently with increasing speed.
- To identify audience and purpose for writing.
- To note and develop initial ideas based on reading and research.
- To identify features of and write a formal letter.

- To make comparisons within and between texts.

Writing

The Last Wild by Piers Torday

Set in the future where almost all the animals have died from a disease called The Red Eye. It is about a boy called Kester who is mute but has discovered that he can communicate with animals.

- To write legibly and fluently with increasing speed.
- To identify audience and purpose for writing.
- To develop character and setting.
- To develop atmosphere and tension.
- To use speech and action to advance action.
- To note and develop initial ideas based on reading and research.
- To identify features of and write a newspaper report.
- To identify features of and write a fiction story.
- To identify features of and write a review.
- To proofread for spelling and punctuation errors.
- To propose changes to vocabulary, grammar and punctuation to enhance writing.
- To assess the effectiveness of their own and others' writing.

The Adventures of Odysseus by Hugh Lupton

An epic of Odysseus' 10-year struggle to return home after the Trojan War. While Odysseus battles mythical creatures and faces the wrath of

- To understand the meaning of words in context.

Writing

Wolf Brother by Michelle Paver

Six thousand years ago. Evil stalks the land. Only twelve-year-old Torak and his wolf-cub companion can defeat it. Their journey together takes them through deep forests, across giant glaciers, and into dangers they never imagined.

- To write legibly and fluently with increasing speed.
- To develop character and setting.
- To develop atmosphere and tension.
- To identify features of and write a diary entry.
- To use speech and action to advance action.
- To identify features of and write a fiction story.
- To identify features of and write a review.
- To proofread for spelling and punctuation errors.
- To propose changes to vocabulary, grammar and punctuation to enhance writing.
- To assess the effectiveness of their own and others' writing.

Stay Where You Are And Then Leave by John Boyne

The tale of Alfie Summerfield, a boy whose father is swept up in the excitement of August 1914 and joins the army. Alfie's dad writes to his wife and son from the trenches, but after a couple of years the letters stop coming.

- To identify features of and write a persuasive essay.
- To identify features of and write a newspaper report.
- To identify features of and write a poem.
- To identify features of and write a review.
- To proofread for spelling and punctuation errors.
- To propose changes to vocabulary, grammar and punctuation to enhance writing.
- To assess the effectiveness of their own and others' writing.

Speaking and Listening

- To ask relevant questions to extend understanding.
- To build on spoken vocabulary.
- To participate in discussions.
- To participate in performances, individually and as a group.
- To use spoken language to develop understanding through exploring ideas.
- To build on the contributions of others in spoken activities.
- To listen to and respond appropriately to others conversation/ work.

Spelling, Punctuation & Grammar (SPaG)

- To use paragraphs to organise ideas or writing.
- To use tense correctly throughout a piece of writing.
- To use commas to clarify meaning or avoid ambiguity.
- To use parenthesis for additional information.
- To use expanded noun phrases for description.
- To use active and passive voice.
- To use semicolons, colons or dashes between clauses.
- To use a colon to introduce a list.

the gods, his wife Penelope and his son Telemachus stave off suitors vying for Penelope's hand and Ithaca's throne long enough for Odysseus to return

- To write legibly and fluently with increasing speed.
- To develop character and setting.
- To use speech and action to advance action.
- To develop atmosphere and tension.
- To identify features of and write a summary of an event or text.
- To identify features of and write a play script.
- To identify features of and write a myth/ legend/ traditional tale.
- To identify features of and write a fiction story.
- To identify features of and write a review.
- To proofread for spelling and punctuation errors.
- To propose changes to vocabulary, grammar and punctuation to enhance writing.
- To assess the effectiveness of their own and others' writing.

Speaking and Listening

- To maintain attention and participate in collaborative conversations.
- To use spoken language to develop understanding through exploring ideas.
- To speak audibly and fluently with the command of standard English.
- To participate in roleplay around a text.

Spelling, Punctuation & Grammar (SPaG)

- To write legibly and fluently with increasing speed.
- To identify audience and purpose for writing.
- To note and develop initial ideas based on reading and research.
- To identify features of and write a diary entry.
- To identify features of and write a newspaper report.
- To identify features of and write an explanatory/ instruction text.
- To identify features of and write a poem.
- To identify features of and write a summary of an event or text.
- To identify features of and write a play script.
- To identify features of and write a review.
- To proofread for spelling and punctuation errors.
- To propose changes to vocabulary, grammar and punctuation to enhance writing.
- To assess the effectiveness of their own and others' writing.

Speaking and Listening

- To participate in class debates.
- To maintain the interest of other listeners.
- To select and use appropriate tone, volume and intonation.
- To participate in presentations to the class.
- To consider and evaluate different viewpoints.
- To articulate and justify answers, arguments and opinions.

	<ul style="list-style-type: none"> ● To use semicolons to separate items in a list. ● To punctuate bullet points correctly. ● To use fronted adverbials to identify time and place. ● To spell words with silent letters. ● To distinguish between homophones. ● To use dictionaries to check the spelling and meaning of words. ● To use a thesaurus for synonyms. 	<ul style="list-style-type: none"> ● To distinguish between formal and informal language. ● To distinguish between the language of writing and speech. ● To use synonyms and antonyms in writing. ● To use prefixes and suffixes to alter root words. ● To use cohesive devices in writing. ● To use modal verbs to indicate degrees of possibility. ● To use imperative verbs for persuasive purposes. ● To use rhetorical questions as part of persuasive writing. ● To use hyphens to avoid ambiguity. 	<p><u>Spelling, Punctuation & Grammar (SPaG)</u></p> <ul style="list-style-type: none"> ● To use the subjunctive form. ● To use the perfect form of verbs. ● To use relative clauses with a relative pronoun.
<p>Science</p>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ● To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ● To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ● To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. ● To use test results to make predictions to set up further comparative and fair tests. ● To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. ● To identify scientific evidence that has been used to support or refute ideas 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> ● To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. ● To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ● To describe the ways in which nutrients and water are transported within animals, including humans characteristics. <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> ● To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. ● To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ● To identify how animals and plants are adapted to suit their environment in 	<p><u>Light</u></p> <ul style="list-style-type: none"> ● To recognise that light appears to travel in straight lines. ● To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. ● To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. ● To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p><u>Electricity</u></p> <ul style="list-style-type: none"> ● To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. ● To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the

	<p>or arguments</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. To give reasons for classifying plants and animals based on specific. 	<p>different ways and that adaptation may lead to evolution.</p>	<p>on/off position of switches.</p> <ul style="list-style-type: none"> To use recognised symbols when representing a simple circuit in a diagram.
<p>Humanities</p>	<p><u>History - The World Wars</u></p> <ul style="list-style-type: none"> To develop a secure knowledge of the chronology of World War 1 and 2. To compare and contrast major events during the World Wars. To develop an appropriate use of historical terms when explaining. To question different aspects of source material. To develop questions about different historical events. To select and organise relevant historical information for presentation. To use a range of historical sources to develop an opinion on historical events. To understand and explain the social impact of the World Wars. To develop a chronological understanding of the World Wars. To understand the importance of the Battle of Britain in the course of World War 2. To understand the importance of the war at sea during World War 2. To use historical sources to create a presentation on a similar topic. To be creative in the design and build of historical models and dioramas. 	<p><u>Geography - Ultimate Universe</u></p> <ul style="list-style-type: none"> To locate focus countries across the world. To identify environmental regions, key physical and human characteristics and major cities of focus countries. To identify topographical features of countries across the globe. To identify the land use patterns in countries across the globe. To determine human impacts on different focus countries. To be able to identify and use key geographical positional terms. To compare Mongolia to other focus countries. To be able to use physical and human geography to compare different countries across the globe. To understand and describe different elements of physical geography. To use maps, globes and atlases as secondary sources for research. To use six figure grid references to identify locations. To use symbols and keys to identify areas on a map. 	<p><u>History + Geography - Ethics and Ideology</u></p> <ul style="list-style-type: none"> To identify key historical figures/ events in a chronological order. To identify the key features of different areas of moral thinking. To compare and contrast different opinions and develop an opinion themselves. To understand the role of history in different areas of thought. To understand and present the achievements of an early civilisation. To compare and contrast a non-European society with Britain. To compare and contrast a European society with Mongolia. To locate and describe the locations of key areas of study. To develop a personal opinion about different key figures and events. To understand the difference between fact and opinion. To determine the link between fact, opinion and belief. To develop questions about theirs and others ideas/ beliefs. To question the ideas of money, power and control.

		<ul style="list-style-type: none"> • To use symbols and keys when creating maps. • To use fieldwork to observe geography within Mongolia. • To take information from secondary sources to answer questions. • To develop questions about human or physical geography using geographical terms. • To identify different levels of exploration around the world. • To develop ideas around engineering linked to exploration. • To design and develop an exploration to Mars. • To develop opinions about different extremes around the world. • To design and develop solutions to extremes around the world. • To research, compare and present, independently, a country anywhere in the world with Mongolia. 	<ul style="list-style-type: none"> • To create an entrepreneurial idea based on an identified area of need. • To work as a team to design, create and implement an idea.
<p>PSHE</p>	<p>Sex and relationship education: Healthy relationships / How a baby is made</p> <ul style="list-style-type: none"> • To know about the changes that occur during puberty. • To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • To consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact. • To know what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships. • To know about human reproduction in the context of the human lifecycle. • To know how a baby is made and grows 	<p>Drug, alcohol and tobacco education: Weighing up risk</p> <ul style="list-style-type: none"> • To know about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. • To know about assessing the level of risk in different situations involving drug use. • To know about ways to manage risk in situations involving drug use. • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. • To know that bacteria and viruses can affect health; how everyday hygiene 	<p>Mental health and emotional wellbeing: Healthy minds</p> <ul style="list-style-type: none"> • To know what mental health is. • To know about what can affect mental health and some ways of dealing with this. • To know about some everyday ways to look after mental health. • To know about the stigma and discrimination that can surround mental health. <p>Keeping safe and managing risk: Keeping safe - out and about</p> <ul style="list-style-type: none"> • To know about feelings of being out and about in the local area with increasing independence. • To know about recognising and

	<p>(conception and pregnancy).</p> <ul style="list-style-type: none"> • To know about roles and responsibilities of carers and parents. • To answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it. • To know about the new opportunities and responsibilities that increasing independence may bring. • To know the importance of seeking support if feeling lonely or excluded. • To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. • To learn different strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. • To understand how friendships can change over time, about making new friends and the benefits of having different types of friends. • To understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. • To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. 	<p>routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <ul style="list-style-type: none"> • To know about the mixed messages in the media about drugs, including alcohol and smoking/vaping <p>Identity, society and equality:</p> <p>Human rights</p> <ul style="list-style-type: none"> • To know about people who have moved to Ulaanbaatar from other places, (including the experience of refugees). • To know about human rights and the UN Convention on the Rights of the Child. • To know about homelessness. • To know about discrimination: what it means and how to challenge it. • To recognise there are human rights, that are there to protect everyone. • To know about the relationship between rights and responsibilities. • To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. 	<p>responding to peer pressure.</p> <ul style="list-style-type: none"> • To know about the consequences of anti-social behaviour (including gangs and gang related behaviour). • To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. • To know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). <p>Economic Wellbeing - Money</p> <ul style="list-style-type: none"> • To know about the different ways to pay for things and the choices people have about this. • To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. • To understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). • To recognise that people make spending decisions based on priorities, needs and wants. • To understand the different ways to keep track of money. • To identify the ways that money can impact on people's feelings and emotions. <p>FGM</p> <ul style="list-style-type: none"> • To know about the importance for girls to be protected against FGM.
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<p>Computing</p>	<p><u>Online Safety</u></p> <ul style="list-style-type: none"> ● To agree to the Be Internet Awesome pledge & E-safety assembly. ● To discuss cyber bullying. ● To turn negative interactions into positive ones. ● To test the credibility of sources on the internet. <p><u>Programming</u></p> <ul style="list-style-type: none"> ● To understand about types of font. ● To discuss different types of documents. ● To understand what hardware and software is. ● To understand what input devices and output devices are. ● To use simple functions for calculation. min,max, avg, sum. 	<p><u>Coding</u></p> <ul style="list-style-type: none"> ● To understand computer coding and programming. ● To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. ● To solve problems by decomposing programmes into smaller parts. ● To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. ● To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<p><u>Media Studies</u></p> <ul style="list-style-type: none"> ● To practice to work on publication software. ● To learn to use lens flare effect and image shape effect. ● To learn to make a video file. ● To understand how to use an if function. <p><u>Databases</u></p> <ul style="list-style-type: none"> ● To understand what a database is and how to create a database on MS Access.
<p>Art and Design & Technology</p>	<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> ● To use the medium of collage to explore the topic of: The World Wars. ● To research and study the life and artworks of the focus artist: Henri Matisse. ● To increasingly understand that the study of art is concerned with visual and tactile expression and communication. ● To better know how more artists, craftspeople and designers from a variety of traditions - including those of their home country and the host country - use materials, forms and techniques to express their emotions, observations and experiences. ● To use a wider variety of materials, forms and techniques to express their emotions, observations and experiences with increasing sophistication. ● To find new ways to communicate through 	<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> ● To use the medium of print to explore the topic of: The Ultimate Universe. ● To research and study the life and artworks of the focus artist: Jem Finer. ● To develop new ways to review and improve their own work. ● To make better judgements about works of art, showing understanding, appreciation, respect and enjoyment as appropriate. ● To continue to consider works of art in terms of meaning, design, materials, technique, place and time. 	<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> ● To use the medium of textiles to explore the topic of: Ethics and Ideology. ● To research and study the life and artworks of the focus artist: Gustav Klimt. ● To better understand that the work of artists is influenced by their environment and that artists have an effect on the environment. ● To create better sketch books to record their observations and use them to review and revisit ideas. ● To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials ● To learn more about great artists, architects and designers in history. <p><u>Design and Technology</u></p>

	<p>visual and tactile forms.</p> <p><u>Design and Technology</u> Evaluate</p> <ul style="list-style-type: none"> To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 		<p>Design</p> <ul style="list-style-type: none"> To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Technical knowledge</p> <ul style="list-style-type: none"> To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. To apply their understanding of computing to program, monitor and control their products. <p>Evaluate</p> <ul style="list-style-type: none"> To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
<p>Music</p>	<p><u>Singing</u></p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music <p>Learning progression:</p> <ul style="list-style-type: none"> To sing more complex call and response songs and chants from around the world (incorporating clapping stamping, basic rhythms and extended vocal sounds) including 2 parts songs using unison 	<p><u>Percussion</u></p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the interrelated dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music <p>Learning progression:</p>	<p><u>Tuned instruments/Songs</u></p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music <p>Learning progression:</p> <ul style="list-style-type: none"> To learn more complex rhythms and melodic parts and recalling them without aid alongside differing rhythms. To learn basic rhythmic musical notations

	<ul style="list-style-type: none"> melodies in each differing part. To learn simple songs with words from memory (no board use) All songs will be presented in a 'singing along with a musician setting (i.e no basic singing along with videos as the task) To a deeper understanding of pitch (treble, bass and how they contrast) will be developed through vocal performances. To understand dynamics and articulations(crescendo, diminuendo, legato, staccato) will be developed through vocal and percussive performances. To create their own words and chants that will be used as part of a composition to be performed. 	<ul style="list-style-type: none"> To play more complex call and response pieces and chants from around the world (incorporating clapping stamping and basic rhythms and extended vocal and body percussion sounds), including percussion work in 2 - 4 parts. To learn more complex rhythms (including dotted rhythms) and recalling them without aid alongside differing rhythms in 2 - 4 parts To learn basic rhythmic musical notations (crotchet, quavers, semi-quavers, and semibreves) and performing off of, and writing musical scores. To recognise conducting signals from a conductor and applying these to their performance. To understand a wider range of dynamics and articulations which will be developed through vocal performances, percussive performances, composition and combinations of the three. To create their own rhythmically driven parts into a coherent musical piece to be performed. 	<p>(crotchet, quavers, semiquavers and semi breaves) applying pitch to those notations, and performing off of musical scores, and composing their own musical piece.</p> <ul style="list-style-type: none"> To recognise and learn conducting signals and applying these to their performance. To understanding of pitch (treble and bass) will be developed through vocal and tuned instrument performances of a wider variety of songs and pieces from differing cultural and historical areas and periods To understand a wider range of dynamics and articulations which will be developed through vocal performances, percussive performances, composition and combinations of the three. This will be incorporated into performances of songs from a range of cultures and historical periods. To create their own lyrics and tuned instrumental musical parts into a coherent musical piece to be performed..
<p>Physical Education</p>	<p><u>Invasion games</u></p> <ul style="list-style-type: none"> To show determination to work to his/her maximum level. To lead a small group through a short warm up routine. To collect, record and analyse data to identify areas where I have made the most improvement. To officiate and help to manage a game by refereeing. To can use a wider range of skills in game situations. To select the appropriate action for the situation. To understand and use the rules of the game consistently and honestly. To work in collaboration with my team to select and apply tactics. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To understand what counterbalance and count attention is and can show examples with a partner. To combine and perform gymnastic actions, shapes and balances with control and fluency. To create and perform sequences taking and using compositional devices to improve the quality. To lead a small group through a short warmup routine. To suggest changes and use feedback to improve a sequence. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> To select and apply the best pace for a running event. To perform jumps for height and distance using good technique. To show accuracy and good technique when throwing for distance. To lead a small group through a short warm-up routine. To compete within the rules showing fair play and honesty. To persevere to achieve his/her personal best. To identify his own and other's strengths and areas for development and can suggest ways to improve.

	<ul style="list-style-type: none"> To identify his/her own and other's strengths and areas for development and suggest ways to improve. 		
Swimming	<p>The following objectives are stage 6 guidelines from Swim England. All students in year 6 should be working towards (or meeting) the following objectives by the end of the term:</p> <ul style="list-style-type: none"> To give two examples of how to prepare for exercise and understand why it is important. To sink, push off on the side from the wall, glide, kick and rotate into backstroke. To sink, push off on the side from the wall, glide, kick and rotate into front crawl. To push and glide and swim front crawl to include at least six rhythmical breaths. To push and glide and swim breaststroke to include at least six rhythmical breaths. To push and glide and swim butterfly to include at least three rhythmical breaths. To push and glide and swim backstroke to include at least six regular breaths. To push and glide and swim 25 metres, choice of stroke is optional To perform a 'shout and signal' rescue. To perform a surface dive. <p>All Swim England stage guidelines are available to see. Please ask a member of the BSU PE team.</p>		
Mongolian	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To identify the features of and write a letter in accordance with the component. To write a letter expressing your appreciation. To express your thinking about any matter. To write a letter to support others thinking. To write a letter against others thinking. To write a letter based on own thinking To read and assess the story, to learn how to ask questions. 	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> What is a Myth? To use correctly the link of cause. To develop your own thinking by using a quotation. To summarize the main point of the Myth. Review To read and underline the key words of a piece of writing. To identify the feature of persuasive writing. To know and use the rule of softening the silent vowel. 	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To listen to the Text and imagine the atmosphere. To work on the text "Ulyypra/Storm" To learn the method of changing the settings of the Text and write the changes. To identify the feature of the discussion. To identify the elements to do the discussion and follow. To organize the order of the discussion. To do discussion in accordance with the organized order, To do discussion through the main

	<ul style="list-style-type: none"> ● To assess the story and ask questions based on your learnt method. ● To note how the feelings of the main character changes. ● To write accurately the alien words. ● To learn the method of explaining. ● To give a presentation including the images and pictures using your own learnt method. ● To write the suffix “Л” of verb precisely. ● To introduce the context by listening to the diary entry. ● To identify the structure of a diary entry and do analyse ● To write a diary entry. ● To use the Pronouns accurately in the sentences. ● To identify how language and structure contribute to meaning. ● Mongolian folk tale “Цуутын цагаарч гүү” ● To create and write a new character in the tale. ● To research and collect information from magazines. ● To collect informative information from TV ● To summarize, compare and review all of the learnings within a Topic. ● To learn to write news reports. 	<ul style="list-style-type: none"> ● To learn the main point of how to express your own idea through the advertisement. ● To write an advertisement. ● To review. ● To get introduced the feature of riddles. ● To learn the method of how to find out the implicit meaning of a riddle. ● To develop our mind by guessing the riddles. ● To learn the method of guessing the riddles. ● Create a Riddle ● To learn to explain the meaning of a phrase. ● To read and compare the meanings of 2 different pieces of writings. ● To identify similarity and contrary of the main idea by comparing 2 writings. ● To compare these 2 writings as an example ● To write an informative essay. ● To write a persuasive essay. ● To identify the main features of a poem. ● To identify the implicit meaning of the poem. ● To perform the poem melodically with appropriate tone, volume and intonation. ● To read the poem individually with the feelings of expressed and unexpressed meanings. ● To improve the skills by studying these topics.. 	<p>character of the Story.</p> <ul style="list-style-type: none"> ● To write and express your own point through the Graph. ● Work on the picture of the Story. ● To distinguish the imagination and facts from the Story. ● To use the linking words correctly for joining the words, sentences paragraph. ● To create stories and tales ● To read playscripts and perform the characters. ● To use punctuation. ● To learn to write and create new scene to the play <p>To improve the skills by studying the context within the Topic.</p>
<p>Mongolian studies</p>	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ● Starting a good relationship is to greet correctly. ● Welcoming and the hospitality ● Respect and care of family and generation ● Recording the pedigree / family tree/ ● Determine and resolve the issue in the right way. ● Attempt making a decision in a positive 	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ● The features of the Long song ● Traditional musical instrument (wind instruments) ● Traditional folk dance and types ● Mongolian proverbs and riddles ● Mongolian throat singing ● National holiday - Tsagaan Sar ceremony ● Traditional livestock herding techniques ● The customs of Nomadic life, carrying 	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ● Parts of a Mongolian ger, s and Accessories ● The features of Mongolian old script ● Happiness of being generous ● How much do we understand the others? ● Remembering the generosity of others ● Congruity ● The customs of protecting the nature, water source and wildlife

	<p>way.</p> <ul style="list-style-type: none"> How does the child achieve successfully in the goal? Achieve more - earn more. Mongolian ethnic group, nomadism and features of nomadic civilization. The symbols of the Statehood (the gereg, the sun, the moon) The three manly games. Culture, Intangible Cultural Heritage and Ancient Folklore /Mythology/ 	<p>weights and taboos</p> <ul style="list-style-type: none"> Mongolian diet and eating habits Mongolian dairy and traditional way to prepare Parts of a Mongolian ger, Customs and Accessories The structure of Mongolian ger and advantages 	<ul style="list-style-type: none"> Symbol and background of Mongolian national dress Ethnic clothing and characters Mongolian traditional games Playing traditional games Symbols, customs and taboos of Mongolians
Chinese	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To know the initials <i>b, p, m, f, d, t, n, l, g, k, h, j, q, x, zh, ch, sh, r, z, c</i>, basic 6 finals <i>a, o, e, i, u, ü</i> and their compound finals of Chinese Pinyin. To read and distinguish four tones, 1st tone “—”, 2nd tone “/”, 3rd tone “V”, 4th tone “\” To make up of Chinese Syllables using the initials, finals and tones, and to know the rules of pinyin. To know 5 basic strokes of Chinese characters, dot “丶”, horizontal “一”, vertical “丨”, left-falling “丿”, right-falling “㇏”, and their compound strokes, to know how to write Chinese characters with right stroke orders. To know how to say and write basic greetings 你好, 你好吗, 您好, 谢谢, 不谢再见 in Chinese. To count numbers from 1-10, and numbers from 100 - 10,000 with hanzi “百, 千, 万” To say and write 12 months with hanzi “月”, 7 days of a week with hanzi “星期”, and date with hanzi “月” and “日”. To use the interrogative pronoun “什么” to 	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To ask about the name and identity of a person using the interrogative pronoun “谁”. To talk about nationality using the interrogative pronoun “哪”, with the structure “哪+measure word/noun+noun”. To make sentences that indicate possession using the structural particle “的” with the structure “noun/pronoun + 的 + noun” To form a question about the situation mentioned previously using the interrogative particle “呢” with the sentence pattern “A.....。B呢?” To talk about family members using interrogative pronoun “几” which is used to ask about a number under 10 and interrogative phrase “几口人”. To talk about age under 10 and above 10 using the interrogative phrase “几岁” and “多大”. To indicate acquiring an ability through learning with the modal verb “会” and its negative form “不会”, using the structure “Subject+会+Verb+Object.” To use sentences with an adjective 	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Expression of a date with the principle of “the bigger unit coming before the smaller one” with “年, 月, 号/日, 星期”. To indicate age, time, date, price and so on, using the sentence with a nominal predicate in the sentence, with the structure “Subject+age/time/date/price”. Using the sentences with a serial verb construction which consists of two or more verbs to describe the latter verb can be the purpose of the former, with the structure “Subject+Verb1+Verb2”. To express a hope or plan using the modal verb “想” before a verb, with structure “S+想+V+O”. To ask numbers larger than 10 with the interrogative pronoun “多少”, and to inquire about prices with the sentence pattern “.....多少钱?” To know the expression of the amount of money, the basic unit of Renminbi “元” and “块”. To know the measure word “个” which is the most common measure word in Chinese, and “口” which used for members of a family.

	<p>talk about names with sentence “你叫什么名字？”</p> <ul style="list-style-type: none"> • To talk about what somebody or something equals or belongs to with determinative sentence, “是” sentence. • To turn the declarative sentences into a question with the particle “吗”, being added at the end of a declarative sentence. 	<p>predicate to describe the nature or state of somebody of something, with the structure “Subject+adverb of degree 很/不+Adjective”</p> <ul style="list-style-type: none"> • To ask about the manner of an action with the interrogative pronoun “怎么”. 	<ul style="list-style-type: none"> • To know the structure of Chinese Characters: (1) single-component and compound, for example, “人”, “你”. (2) left-right and left-middle-right, for example, “好”, “谢”. (3) top-bottom and top-middle-bottom, for example, “是”, “高”.
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