

# RUNNYMEDE COLLEGE

British International School • Madrid



Founded 1967

## Year 6 Curriculum

A Guide for Parents 2009 — 2010

*Dear Parents,*

*The following pages outline the curriculum that your child is studying this year. This should enable you to have a clearer idea and understanding about what is taught in the Junior School. It should also enable you to help in the learning process.*

*The areas encompass the requirements of the National Curriculum and in some cases an explanation of the attainment targets has been included. There may be some adjustments in the subject area content as all areas are constantly under review, and they will be adapted to the needs of the children. This guide will be re-examined and revised as necessary during the year.*

*Should you require any further information about the curriculum or about the school in general, please do not hesitate to get in touch.*

*Yours sincerely,*

A handwritten signature in cursive script that reads "Christopher Say". The signature is written in dark ink and is positioned above a horizontal line.

*Christopher Say*

*Head of Junior School*

# General Information

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Key Stage 2 begins in Year 3 when a child is 7 and lasts until Year 6 when a child reaches the age of 11. During this time it is our goal to provide a learning environment in which children develop an understanding, appreciation and enjoyment of the world they live in. We wish to give them a thirst for learning in a happy, safe environment and to help them grow as independent and confident people.

Through the curriculum subjects we aim to help the children develop lively, enquiring minds enabling them to apply themselves to mental, physical and artistic tasks. We strive for high academic standards.

In Runnymede the teaching of Literacy and Numeracy are seen as central areas of our curriculum. In English we encourage our children to express themselves and their opinions, to share their ideas and thoughts and we make each child aware that his contribution is valued. The children have the opportunity to read a rich variety of literature and we believe that through books we can develop their skills in reading, writing, talking and listening apart from giving them a chance to explore their own imaginations.

Our teaching of Mathematics is based on the Numeracy Framework where the emphasis is placed on developing skills in number and particularly mental Mathematics. We use practical activities and 'real life' problems to engage their interest and enthusiasm.

During the key stage we aim to provide the children with continuity and progression for one year group to the next. With this in mind, we have developed a set of guidelines for each area of the curriculum which are under constant review and details of which are included in this booklet. The children are continuously observed and assessed and records are kept of each child's progress. These are passed on to the following class teacher to ensure continuity and progress.

We aim to achieve a balance between class teaching, group activities and individual teaching. The days are planned to maximise opportunities for development throughout the time spent at school.

We place great importance on providing a stimulating, interesting environment that is conducive to learning using displays of children's work to reinforce the 'message' that everyone is valued.

## Social and Emotional Development

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As we pointed out earlier, we hope that our children will develop confidence, positive motivation and security.

We also hope that they will develop social skills of consideration for others, working as a group, learning to take turns and to share. Discipline is approached in a positive way and we respect the children first, just as we hope to earn their respect. Rules are simple and adhered to by all,

including the teachers. A set of 'Golden Rules' are used as the main focus to encourage positive behaviour in school. Correct behaviour is rewarded each week by a 'Golden Time' session. On the other hand, inappropriate behaviour results in time being lost by a child.

We hope that the children will feel that they are part of a community in which they have a role to play. We expect them to be tidy in class and to help the teachers. In this way the children develop attitudes of responsibility from the beginning.

We have high (but not unrealistic) expectations of the children and we find they live up to them. Each child is seen as an important individual and labels based on stereotypes of race, gender or social class have no place in our school. Each child has talent, potential and special qualities; we seek to foster these, thus enabling each child to grow in positive self-esteem and realise his or her potential.

## Assessment and Testing

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Year 6 children will be doing the End of Key Stage 2 Tests in the third term (in May). This is the statutory requirement in England whereby children completing Year 6, the end of what is called Key Stage 2, are assessed in English (Reading Comprehension, Writing, Handwriting, Spelling), Mathematics and Science. The levels the children attain in each of the areas mentioned above will be reported to parents at the end of the school year. The levels refer to a ten point scale and typical pupils at this key stage are expected to be working between level 3 and level 5. A level 5 achieved at this stage indicates an excellent standard. The majority of children will be expected to achieve level 4. This would be a most satisfactory result by the end of Year 6 and one which fulfils the requirements of the National Curriculum.

Everything possible is done to ensure that the children feel relaxed and free from pressure. These assessment tests represent a review of the work tackled in the Key Stage (Years 3 to 6) and the children will not be asked to do anything that they have not already covered.

Runnymede College is under no legal obligation to administer the tests. However, not only do we base our curriculum on the National Curriculum but we also believe that children's progress should be monitored. The teacher will carry out regular but small-scale assessments based on his or her observations or written tasks completed by your child. We feel that it is important neither to underestimate the significance of the levels your child may obtain in the three core subjects nor exaggerate their importance. Key Stage 2 tests serve to indicate where strengths and weaknesses lie, thus helping in the planning of immediate and short term goals. The tests provide us with an effective, objective means of assessment which is reported to parents and which

also ensures a smooth transition to schools in Britain for children of families who return to the U.K.

# ENGLISH

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## Literacy Hour

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In line with current practice in England and Wales, English at Runnymede is taught according to the Primary Framework for literacy. The renewed Framework forms a significant development that builds on the learning that has taken place since the original Framework for teaching literacy was introduced in 1998 and 1999.

Through daily lessons, children discuss a wide variety of texts, identifying similarities and differences between them. Under the guidance of the teacher, they move on to identifying those qualities which mark them as examples of good writing. The final stage is the pupils' own writing where they are encouraged to use the techniques they have identified in their discussions.

Within the strategy less time is devoted to 1 to 1 reading with the teacher. Instead, the teacher leads guided reading sessions where texts are read, discussed and predicted according to ability.

Similarly, writing skills are developed through guided writing sessions with the teacher.

Additional time outside the Literacy Hour is given to extended writing and to exercises practising areas taught within the hour. Relevant writing tasks are carefully planned in the areas of Science, History and Geography.

The English Curriculum contains the following aspects and pupils are assessed on their progress through them.

## Speaking

Further work will be done to reinforce areas covered in Year 5. Children will be given the opportunity to give a detailed, sustained account of an event, piece of work or personal experience to a group or class of pupils. The children will be introduced to the idea of discussion and debate, advocating and justifying a particular point of view. They will also be able to plan and present plays in conjunction with other children. Children will be encouraged to show an awareness of motive and feeling in stories and poems studied. Children will be given opportunities to improvised drama and role activities. A half-hour specific lesson is devoted to speaking and listening.

## Reading

Children should continue to read a wide range of verse and prose, fiction and nonfiction. Children will have an opportunity to read aloud and discuss literature in small groups. They should be able to show through discussion that they are able to use texts to infer, deduce, predict, compare and evaluate. They should be very familiar with organisational

devices offered in information books or other printed matter, e.g. chapter titles, paragraph headings and indexes.

## Writing

Children should begin to demonstrate the use of grammatical structures different from those characteristic of everyday speech by using a wider range of subordinate clauses and expanded noun phrases. Children will continue to write for a range of purposes including narrative, instructions and expressing opinion, using written Standard English appropriately. Children should begin to modify their writing and redrafting by making effective use of stylistic effects to ensure that the text matches the audience and the purpose, e.g. by altering word order or emphasis, changing sentence construction, or by deliberately repeating words. Children should be able to write accounts of personal experiences, poems, etc., that reveal the writer's personal feelings.

## Spelling

Children will work through a differentiated course for structured spelling. A range of strategies and techniques are employed, including puzzles and word games.

Children will be taught according to their spelling ability. They will be given spelling words to learn at home for tests. These will be based on phonic work, words arising from topic work and commonly used, irregularly spelt words.

## Handwriting

Children will work through the stages according to the Nelson Handwriting Scheme. The scheme provides structured units linked to spelling and grammar points. Year 6 children should now be using a fountain pen very confidently and be continuing to develop their own fluent and legible style. This corresponds to Nelson Book 4.

## Resources

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A variety of schemes are available to be used throughout the school, the main ones being:

The Longman Book Project; Launch into Literacy - OUP; Essential Texts - Heinemann;

Handwriting and Spelling - Nelson;

Junior English - Ginn;

Essential Texts 4;

Comerstones for Writing 6;

The Story Shop.

Teachers may use ideas from other sources.

## Homework

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Year 6 children are given English homework at least once a week. Each will take up to one hour depending on the task. Children are also expected to learn spelling and continue to read as often as possible.

# MATHEMATICS

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In Year 6 children will be expected to take responsibility for organising and developing their own mathematical strategies to overcome a problem. Mathematical language will become more complex and detailed. Maths will be applied to practical and real life problems. At all times children will be encouraged to see maths as a creative and rewarding field of individual and cooperative study.

## The Primary Framework for Mathematics

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In line with the National Curriculum, Mathematics at Runnymede is taught according to the Primary Framework for Mathematics. This strategy consists of lessons structured into three parts: oral work and mental calculation, the main teaching activity and a plenary.

The oral work and mental calculation last about 5 to 10 minutes. The whole class work together to rehearse, sharpen and develop mental and oral skills.

The main teaching activity lasts about 30 to 40 minutes. The children have direct teaching input and are involved in a range of pupil activities. They may work as a whole class, in groups, in pairs or as individuals.

The plenary lasts about 10 to 15 minutes. Here the teacher works with the whole class to sort out misconceptions and identify progress, to summarise key facts and discuss the next steps.

Within the daily mathematics lesson pupils will be covering the following work and will be assessed on their progress.

## Syllabus Outline

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### 1. Numbers and the Number System

Children will understand place value up to 3 decimal places.

They will round whole numbers to the nearest 10, 100, 1000 and decimals to one decimal place.

Children will learn to approximate and estimate.

They will multiply and divide decimals mentally by 10, 100, 1000.

They will understand positive and negative numbers.

Children will recognise and extend number sequences. They will identify a rule and apply a formula.

They will understand and use fractions and percentages to calculate fractions of a quantity. They will use equivalent fractions to reduce a fraction to its lowest terms and order fractions. They will change improper fractions to mixed numbers and vice-versa. Children will recognise equivalent fractions and decimal fractions and convert fractions to decimals using division.

They will solve simple problems involving ratio and proportion.

### 2. Calculations

Children will use mental calculation strategies, pencil and paper procedures and calculators involving all four number operations.

Calculations will involve:

- Application of number bonds
- Rapid recall of multiplication and division facts
- Use of pencil and paper procedures to apply number rules to 4 figure integers and decimals
- Development of calculation skills and use of calculation effectively

### 3. Solving Problems

Children will choose and use appropriate number operations to solve problems. They will learn to reason and generalise about numbers or shapes. They will solve real life problems involving money and measures.

### 4. Handling Data

Children will solve problems by representing, extracting and interpreting data in tables, graphs, charts and diagrams.

They will find out about 'mode', 'median', 'mean' and a range of a set of data. They will use language associated with probability to discuss events.

### 5. Measure, Shape and Space.

Children will read and write standard metric units. They will calculate the perimeter and area of simple compound shapes. They will suggest and use suitable units and measuring equipment.

Children will describe properties of shapes and classify shapes according to their properties. They will construct 3D shapes. They will reflect, rotate and translate shapes. They will read and plot co-ordinates in all four quadrants. Children will recognise and estimate angles. They will use a protractor to measure angles accurately. They will calculate the internal angles of triangles.

## General Information

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Year 6 are grouped into three sets to provide appropriate extension or reinforcement of the programmes of study. The groups are taught by the class teachers and the Key Stage 2 Support Teacher for Years 5 and 6. The groups are flexible and changes may take place on a termly basis.

The general scheme of work is the Abacus Maths Scheme. Work is supplemented and revised with the selective use of teacher materials, Nelson Mathematics, Ginn Mathematics and some work from Cambridge Mathematics. In Year 6 the work is planned according to the non-statutory Q.C.A. Numeracy planning sheets and published schemes are used to support the teaching. Interactive activities are widely used to introduce concepts.

## Homework

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Homework will be set at least once a week to reinforce class activities.

# SCIENCE

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Science has an important place in the curriculum. The National Curriculum for Science is divided into the following sections:

## Sc 1 Scientific Enquiry

Scientific skills will be taught and developed throughout Years 1 to 6. As Science is a practical study, its skills are, wherever possible, developed in investigations of a practical nature. Children will be observing, predicting, measuring, hypothesising and will be applying these skills to real life situations.

The elements of Sc. 1. are developed through the teaching of the following Science sections, which form the 'knowledge and understanding' content of the National Curriculum:- Sc. 2. Life Processes and Living Things, Sc. 3. Materials and Their Properties, Sc. 4. Physical Processes.

The teaching of Science in Years 1—6 is based on a carefully structured programme of work which ensures a thorough coverage of the National Curriculum for Science.

The scheme of work is based on the Science QCA documents and is supported using the best elements of published science material such as 'Ginn Star Science' and the 'Bedfordshire Science Team Scheme of Work'. It is also supported by teachers' own ideas and resources.

Within Key Stage 2 the work is covered through a series of science topics which have varying degrees of duration, depending on the depth of the content within each topic. The scheme of work is structured in a such a way that each scientific concept is covered at least twice within the Key Stage, thus enabling the children to consolidate their knowledge and understanding. Within each Year Group the children will cover elements from each of the 3 main areas of 'Knowledge and Understanding'.

## Syllabus Outline

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The work covered in Year 6 is designed to consolidate and revise scientific skills, concepts, processes and knowledge covered throughout Key Stage 1 and 2, in preparation for the End of Key Stage Tests. Subject knowledge and skills will be extended through the following short topics:

### Interdependence and Adaptation

In this unit children extend their knowledge of the way in which plants and animals in different habitats depend upon each other and are suited to their environment. They relate feeding relationships to knowledge of plant nutrition.

### Micro-organisms

Through this unit children learn that there are many very small organisms called micro-organisms which feed, grow and reproduce and which may be harmful or beneficial.

## Dissolving and Irreversible Changes

This unit brings together and consolidates work that children have done before on reversible changes e.g. melting, freezing, evaporating, dissolving, condensing, introduces burning as a change that cannot be reversed and, like other irreversible changes, produces new materials.

This unit consolidates and extends children's understanding of what happens when a variety of solids dissolve.

All topics are revised to help children with the end of Key Stage tests.

## Changing Circuits

This unit is designed to revise concepts to which children have been introduced in Year 2 and Year 4. The unit consolidates children's knowledge of materials which are electrical conductors, extends understanding of ways in which the brightness of bulbs or speed of motors in a circuit can be changed and develops children's understanding of the value of using conventional symbols for communication.

## Forces

In this unit children apply their knowledge of a variety of forces, including magnetic attraction, gravitational attraction and friction. Children learn about the changes in motion which occur when forces act on an object. They consolidate their understanding that forces have direction and can be measured.

Experimental and investigate work focuses on:

- (a) making and repeating measurements
- (b) considering patterns in results
- (c) representing data in line graphs
- (d) using results to draw conclusions.

Work in this unit also offers opportunities for children to use understanding about forces to explain everyday phenomena and to obtain evidence to test scientific ideas.

## How we see things

In this unit children learn that mirrors and shiny surfaces alter the direction in which light travels and that when they see objects, light enters the eye. Children contrast reflection and shadow formation.

## Resources

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The New Ginn Science Project is the core scheme, along with teachers' resources and published material.

# DESIGN AND TECHNOLOGY

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Design and Technology is about making things for specific purposes. In this area of the curriculum children are encouraged to investigate needs and to develop or modify products, environments, or systems for doing something.

Design and Technology is a practical activity in which making decisions about what to make and why are as important as producing an end product. Children discuss ideas, plan and most importantly, test out their ideas and make adjustments as a result of their evaluation.

Many aspects of Design and Technology have always been a part of the curriculum in the Primary School. However, the National Curriculum has made us more aware of the processes involved when the children take part in this type of activity, and it has stressed the importance of identifying and linking these aspects.

Through Design and Technology activities, children are encouraged to:

- (a) consider the needs of themselves and others;
- (b) organise and plan their ideas;
- (c) use drawings, plans and models to develop their ideas;
- (d) select materials and allocate resources effectively;
- (e) avoid wastage of materials;
- (f) use equipment safely and correctly;
- (g) evaluate their ideas constructively;
- (h) become aware of other people's reactions to things they make;
- (i) recognise that people like certain things but not others;
- (j) describe their way of working to other people;

Design and Technology opportunities arise from every area of the curriculum. Time spent on Design and Technology may vary from week to week, as some class projects lend themselves more easily to design technology activities than others. Design and Technology classes are linked to class project work and are also carried out as a separate activity independent of the class project. However, over the course of the year, children will have experienced a range of tasks that involve a balance of the four main Design and Technology areas (identifying needs, generating designs, planning and making, and evaluations).

## I.C.T.

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In year 6, children use a wider range of ICT tools and information sources to support their work in other curriculum areas. They also develop specific skills, including research. We encourage children to develop a positive approach to all aspects of ICT in both recreational and work situations.

## Syllabus Outline

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### Unit 6A – Multimedia presentation

Children learn how to create a multimedia presentation using text, images and sounds. They learn how to design a set of multimedia pages and create links between them. They learn to consider the needs of different audiences. They create both free standing and web-based presentations.

### Unit 6B – Spreadsheet modelling

Children learn to use a spreadsheet to explore a mathematical model. They use formulae to answer “what if...?” questions. They explore how changes in data affect results and identify simple rules. The unit builds on work begun in year 5.

### Unit 6C – Control and monitoring

what happens when...?

This unit builds on control work begun in year 5 programming robots and computer simulations. The children will learn that devices can be used to cause an event to happen when a change occurs. This might involve a change initiated by the use of switches (of various types) or by sensors. The computer and associated equipment can then be used to establish systems so that a process is initiated when the computer detects such a predetermined change. The children's knowledge of control language is extended, particularly by the use of “if... then” constructs.

### Unit 6D – Using the Internet to search large databases and to interpret information

Children learn to use large sources of information, such as those found on the Internet. They will skim-read, take in and use information in order to own it for themselves and interpret it with others. They will be encouraged to be critical of content and to check for different viewpoints. They will present the researched information in a form suitable to needs of their audience.

## Resources

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Each class is provided with:

- 1 class computer attached to an interactive whiteboard with a basic suite of core software installed.
- Access to the computer suite of 13 networked Macintosh computers once a week.
- Internet access.

Other resources include:

- 2 floor roamers (programmable robots).
- Sensors, loggers and other available peripherals (printers, scanners etc.).

# HISTORY

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In Key Stage 2 (years 3 to 6) children will be taught about important historical events and developments from Roman to modern times. They will be helped to develop a sense of chronology and learn about changes in everyday life over long periods of time. They will also be taught about ancient civilisations and have opportunities to study local history.

There are 3 attainment targets which chart the children's progress in the acquisition of historical skills, knowledge and understanding and their ability to organise and communicate information:

## Attainment Targets

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### Knowledge and Understanding of History

Children will develop their ability to analyse historical information. They will study different kinds of historical change (buildings and transport, for example) and make connections between events and situations in different periods of History. They will also study the causes and consequences of past events and investigate the different features of a past society. In the course of this work they will develop a vocabulary to describe the past (ancient, mediaeval, B.C., A.D., century, etc.).

### Interpretation of History

Pupils will have opportunities to develop an awareness of different ways of representing past events (for example in pictures, songs, pageants, models, poems and stories). They will find out why versions of the past differ. Children should become aware that versions of the same events and accounts of life in the past can vary according to and the way they are represented.

### The Use of Historical Sources

Children will have opportunities to find out about the past from different sources. They will develop their ability to make deductions and put together information from different historical sources.

Children will be helped to investigate historical topics on their own. They will have opportunities to organise and communicate historical material in a variety of ways. This involves choosing sources, collecting and recording information, selecting and organising historical material and its final presentation, orally, visually or in writing.

Although our resource material comes from Britain we are nevertheless conscious of the fact that we are in Spain and the choice of study units reflects this whenever possible. The local environment is also of the utmost importance in the study of History and we make full use of museums, artefacts and archaeological remains in and around Madrid.

From Year 3 to Year 6 children will cover seven History Study Units. 2 of the units will be tackled by each of the Year groups 4, 5, and 6, and 1 by Year 3. The Unit entitled Domestic Life, Families and Childhood will be covered

every year when pupils will focus on family life in the period they are studying.

## Syllabus Outline

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### Aztecs and Mayan Civilisations

This topic focuses primarily on the Aztecs. The pupils study the society in relation to other contemporary societies and significant places and individuals. Along with this, they consider aspects of everyday life including houses and cities, arts and architecture, technology, work and leisure, food, health and medicine, religion and beliefs, war and warfare and rulers.

### Britain in the 1930s and 1940s

Children will trace connections between the present and events in the recent past. Major events and developments will be studied as well as the way of life of different social groups. Pupils will be taught about the Second World War and will study economic and scientific developments as well as the religious, and cultural changes of the period.

### Domestic Life, Families and Childhood

Pupils will study the changes in family life through the two history topics.

## Resources

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Longman "Sense of History", ('Ginn History') plus other resource material from various publishers. Visit to the City Museum.

# GEOGRAPHY

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Geography is by definition a huge field of study encompassing a scientific study of the world's surface, its physical features, political divisions, climate, products, and of course, its people. Each of these aspects is unavoidably related to all the rest, and in order for children to acquire an effective understanding of their world, they need to develop basic concepts and skills that can be used to acquire knowledge. For this reason, Geography in the primary school is based upon skills that are developed through studying a wide variety of places and themes.

Throughout Years 3–6, Geography is taught through specific geographical themes and cross-curricular topics. Emphasis is placed on enquiry, pupils being expected to carry out their own research to find and select relevant information. All areas of study fall within the guidelines of the English National Curriculum. To ensure that a balance has been achieved, a series of themes that develop progressively through the school has been planned, these being based on the Ginn Primary Geography Scheme and the National Curriculum (2000 edition).

## Areas of Study

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The areas of study to be covered in Key Stage 2 are drawn from the National Curriculum Attainments Targets. These are:

### Geographical Skills

Maps and Mapping. Use of photographs. Careful observation and recording. Research. Use of the media. Use of instruments and information technology.

### Places and Themes

The local area. Contrasting localities. Localities in the U.K. and Europe. Aspects of the developing world.

### Physical Geography

Landscape and features. Rivers and river systems. Weather and weather patterns. Soil. Natural Hazards.

### Human Geography

Population studies. Communications and transport. Homes. Settlements. Variations in land use.

### Environmental Geography

Natural resources. Manufactured goods. Conservation and pollution.

Elements of these five areas of study will be considered throughout the Junior School within the topic areas that have been planned.

## Topics

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In Year 6 the area of study will be:

People and settlements.

In Year 6 pupils will be expected to use the concepts and skills developed in Years 3-5 to carry out more detailed studies. The theme, "People and Settlements" considers worldwide population and settlement issues linked to climate, landscape and development. Pupils will cover work on mapping, communications, stages of development and different kinds of settlements. There are case studies of developed and developing societies.

### Resources

Both of the units will be resourced by various texts, journals, atlases, photographs, maps and Internet research. The pupils will be expected to search for their own materials to develop the projects to the full.

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# P.S.H.E. AND CITIZENSHIP

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In Key Stage 2, children are taught the P.S.H.E. (Personal, social and health education) and Citizenship Curriculum through the use of circle time, class discussions and through related work in other curriculum areas. Assemblies also play an important role in the delivery of PSHE.

Through PSHE and Citizenship children learn to:

- Develop confidence and responsibility and make the most of their abilities.
- Prepare to play an active role as citizens.
- Develop a healthy, safe lifestyle.
- Develop good relationships and respect the differences between people.

Our work in PSHE and Citizenship focuses on 3 main themes:

1. Rules, discipline and morals – keeping safe.
2. Friendship
3. The school and the environment.

These themes form the basis of all work, both in the classroom and through assemblies.

4. In Year 6, physical and emotional changes leading to puberty are discussed as well as health and hygiene.

## Resources for Key Stage 2

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Teaching resources are taken from:

Citizenship. A scheme of work for key stages 1 and 2 (QCA).

Health for life Ages 8-11 (Nelson).

Citizenship and Personal, Social and Health Education (Folens).

Developing Circle Time (Lame Duck Publishing).

Quality Circle Time in the Primary Classroom (LDA).

Photocopiable Materials for use with the Jenny Mosley Circle Time Model (LDA).

Quality Circle Time in action video (LDA).

Getting Started with Circle Time (Kent Advisory Service).

# SPANISH

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There are two departments: 'Foreign Language' (for children learning Spanish as a second language) and 'Lengua y Cultura Españolas' (for native Spanish speakers).

# Foreign Language

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## Homework

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Written exercises set once a week. Occasional project work.

Reading book at the weekend.

## Advanced / Intermediate

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Los deportes/ Los Juegos Olímpicos.

La música. Las fiestas.

La radio. La televisión.

Profesiones.

Emociones y gustos.

El cine y el teatro.

La literatura española.

Historias cortas.

Las comunidades de la Península.

Museos y ferias.

América del Sur.

Ciudades españolas.

Los viajes.

Las compras.

La peluquería.

Las modas.

Las comidas.

Madrid.

## General objectives

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Topic introduction.

To learn some relevant expressions related to each unit

To increase their vocabulary skills within the unit, learning to pronounce and write new words correctly.

To develop their oral and written understanding and expression by putting into practice the skills already taught.

To encourage spontaneous communication among the students.

To fix the pronunciation of words with some phonetic difficulty and to spell them correctly.

To introduce them to some specific grammatical aspects of Spanish.

To enable them to read and write a story by observing pictures, and also by relating pictures to the text.

To bring closer some aspects of Spanish culture closer to the attention of the student.

## Specific objectives

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To revise skills learnt last year.

To elaborate more sophisticated descriptions.

To write out dialogues and interviews.

New spelling and pronunciation rules.

To reinforce last year's grammar points and learn new ones: "Imperfecto" and "Indefinido" past tenses (regular and irregular verbs), the Conditional tense, the Subjunctive (present and past), "Pretérito pluscuamperfecto", the gerund, the passive tense of verbs, prepositions, adverbs and other areas.

Finishing stories.

Collective undirected writing.

Sequencing stories.

Expressing hypothesis using the correct tenses.

Correctly applying the tenses learnt to their story writing.

Some uses of the Subjunctive.

Linking words to help sentence construction and narration.

Impersonality of verbs.

Rules of accents.

Invitations and appointments.

Direct and indirect speech.

Shopping questions and expressions.

Menus, recipes, weights and measures.

Sign post reading and recognition.

## Resources

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Aventura 2.

Cassettes. Picture Cards. Line Masters. Posters.

Stories for listening comprehension.

# Lengua y Cultura Españolas

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## Objetivos

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Comunicación en el lenguaje oral. Adquisición y enriquecimiento del lenguaje escrito.

Adquirir el hábito de lectura, y avanzar en la fluidez y en la buena comprensión del texto escrito como fuente de placer y conocimientos.

Favorecer la lectura crítica y la elaboración de conclusiones propias ante diversas situaciones.

Ampliación y enriquecimiento del léxico. Expresarse por escrito utilizando diversas técnicas (descripción, diálogo, carta, narración).

Reflexionar sobre la lengua y su uso y despertar el sentido crítico respecto a expresiones que comportan discriminación por razón de clase, raza, sexo, creencias.

Potenciar el gusto por la escritura y estimular la creatividad.

Introducción a la literatura para que los alumnos se familiaricen con las obras y autores más importantes de la literatura hispánica. Poesía para leer y crear. Las figuras literarias.

## Contenido Gramático

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Prefijos. Sufijos. Palabras derivadas. Palabras compuestas. Palabras relacionadas con un tema. Sinónimos. Antónimos. Palabras polémicas. Aumentativos. Diminutivos. Sentido figurado de las palabras. Onomatopeyas.

Signos de puntuación. La tilde. Reglas ortográficas.

Diptongos. Hiatos. El sustantivo: clase, número y género.

Adjetivos. Los grados del adjetivo. Los determinantes. Demostrativos. Posesivos. Numerales. Palabras homófonas y polisémicas. Aumentativos. Diminutivos. Palabras primitivas y derivadas.

## Resources

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Cuadernos de Ortografía, Editorial Teide.

Lengua Activa, Editorial Bruño 5º de Primaria.

Lectura Eficaz: La Máquina Maravillosa. Casi medio año.  
La isla del tesoro.

## Conocimiento del Medio

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### Objetivos generales:

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- Identificar los principales elementos del entorno natural, analizando sus características más relevantes, su organización o interacciones y progresando en el dominio de ámbitos espaciales cada vez más complejos.
- Interpretar, expresar y representar hechos, conceptos y procesos del medio socio-natural mediante diferentes códigos (cartográficos, numéricos, técnicos,...).
- Desarrollar hábitos de conservación y respeto hacia el medio ambiente de la Comunidad de Madrid. Respetar la diversidad del patrimonio histórico, cultural y de las tradiciones de la Comunidad de Madrid como fuente de información de nuestra historia pasada.
- Ordenar de forma cronológica los hechos históricos más importantes de la Comunidad de Madrid, utilizando las nociones de simultaneidad, sucesión y duración de los cambios.
- Participar en actividades de grupo positiva y constructivamente.
- Valorar y respetar los principios básicos del funcionamiento democrático. Desarrollar actitudes de respeto hacia determinados sectores sociales de la población.

### Contenidos:

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- Los paisajes de la Comunidad de Madrid: Paisajes naturales y humanizados. El relieve.
- Ríos, lagunas y embalses. Clima, vegetación y fauna. Medio ambiente.
- Las instituciones y la población de la Comunidad de Madrid. Tradiciones.
- La Prehistoria y la Edad Antigua en la Comunidad de Madrid. Romanización.
- La Edad Media y la Edad Moderna en la Comunidad de Madrid.
- Edad Contemporánea en la Comunidad de Madrid.

### Recursos:

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Libro de texto: Conocimiento del medio 5º de Primaria, editorial SM, Proyecto Amigo, 2006.

Atlas. Editorial SM. 2006.

Mapas murales, películas temáticas, fotografías y diapositivas, gráficas, uso del ordenador en clase, diccionarios, excursiones, etc.

## ART

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Art plays an integral part in the curriculum throughout the Junior School, and it is incorporated into all areas as a vehicle for learning which can enrich and lend interest. However, in most cases the aim of many activities is not just the finished product for display purposes, important though this is, but mainly to impart essential skills and concepts.

A variety of tasks will be set to help children develop the following skills:

1. Manipulation and hand control.
2. Observation.
3. Memory.
4. Creativity and imagination.
5. Spatial awareness (shape, form and composition).
6. The ability to work individually and in groups.
7. Colouring, painting within a given area.
8. Colour awareness and shading.
9. Work using texture, pattern and line.
10. Development of work on scale drawing and proportion.

These skills are practised in every year at a different and more advanced level, and teachers will ensure a balance of skills that can be achieved through activities such as:

Drawing.

Painting.

Modelling.

Collage and the use of materials.

Printing.

Working with clay.

Children will also be introduced to famous works of art and well known artists, thus laying the foundations for later Art Appreciation.

At every level the children will be encouraged to work with care and take pride in the task in hand. Praise and encouragement by both teachers and parents plays an important part in fostering confidence and positive attitudes.

## MUSIC

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Pupils' understanding and enjoyment of music is developed through activities that include listening and appraising together with performing and inventing. Children are encouraged to respond to sounds and music through movement and dance and to sing and play instruments individually, in pairs, in groups and as a class.

## Musical Concepts

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Children are taught to listen with concentration, exploring and internalising, i.e. hearing in their heads, and recognising the musical elements of:

- a) pitch - high/low;
- b) duration - long/short; pulse or beat; rhythm;
- c) dynamics - loud/quiet/silence;
- d) tempo - fast/slow;
- e) timbre - quality of sound, e.g. tinkling, rattling, smooth, ringing;
- f) texture - several sounds played or sung at the same time/one sound on its own;
- g) structure - different ways sounds are organised in simple forms, e.g. question and answer; round; phrase; repetition; ostinato (a musical pattern that is repeated many times); melody.

## Repertoire

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The repertoire chosen for performing and listening is chosen to extend pupils' musical experience and knowledge, and develop their appreciation of the richness of our diverse cultural heritage. It includes music in a variety of styles:

- a) from different times and cultures, e.g. from the European 'classical tradition; folk and popular music; the countries and regions of the British Isles; cultures across the world;
- b) by well known composers and performers, past and present.

## Performing and Composing

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- a. Controlling sounds. Sing in tune with expression and awareness of phrase; perform with a secure sense of pulse; play and sing from memory and from notations/symbols; control several musical elements simultaneously.
- b. Performing with others. Sing songs and rounds in two parts and play instruments maintaining their own part with awareness of the other performers, e.g. sing lower part to fit with upper part.
- c. Exploring and composing. Select and combine appropriate resources; explore musical structures, making use of silence and the combined effects of texture, timbre, melody and rhythm.
- d. Communicating musical ideas. Achieve a planned effect; use notations/symbols to refine and record musical ideas.

## Listening and Appraising

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- a. Applying knowledge. Recognise some relationships between music and its context, such as the resources available at the time, the intentions of the composer.
- b. Responding and reflecting. Respond to music from different traditions; make comparisons, analyse and evaluate changes of character and mood by identifying how musical elements and resources are used; refine and develop their own work; use a musical vocabulary.

## Summary

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By the end of Year 6 the children should have the skills of basic music literacy. They have been encouraged to perform with sensitivity and beauty, giving attention to dynamics and tone quality. Their active listening in class has prepared them for future experience in improvising and composing.

## Additional Information

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a. Complementary instrumental classes are available on a private basis within the school day. These include piano, violin, guitar, flute, saxophone, clarinet, drums and voice.

Children who wish to take the Associated Board Grade exams can both register and sit the exams in Runnymede, which is an official centre.

b. Every week there is a complete Junior School assembly at which the children either sing together or perform to each other.

c. Every year, each Year group will prepare a show with music to be performed to the whole Junior School and for parents.

# PHYSICAL EDUCATION

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Learning by doing and moving is crucial to the physical, intellectual, emotional and social education of young children. When they start school, some children show greater physical ability than others but all need frequent, regular opportunities to develop gross and fine motor skills through experience. They must "do" and "feel" while they satisfy their need to be active.

For young children, many actions regarded as simple or taken for granted by adults can represent a considerable challenge. Achieving sufficient control in gross and fine motor skills can bring children real delight and a sense of accomplishing something "really important". They may be happy to repeat a new movement or skill over and over again. They may be eager to explore and suggest alternatives. Work with children of this age is planned to allow plenty of time for practice, repetition and experimenting. Help is given to make children think about their actions and become increasingly aware of what they are able to do.

As their concentration span is limited, children need variety when working on a specific skill. This also helps to broaden their range and scope of skills while providing different, interesting experiences. How a child deals with a proposed activity isn't "right" or "wrong", it is just one of the possible solutions. Discovering by oneself and/or imitating classmates will help to stimulate and develop motor skills as well as body image.

Children are also taught to co-operate with others in order to stimulate a sense of team spirit during work on different skills, tasks, team competitions or simple routine class chores.

## Expectations

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### Planning and performing

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Find solutions, sometimes responding imaginatively, to the various challenges that they encounter in the different areas of activity.

Children find ways to beat the opposition in a competitive game; explore solutions to problems encountered in an outdoor and adventurous activity; find pathways among gymnastic apparatus which may sometimes be novel or unexpected.

### Linking actions

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Repeat series of movements they have performed previously with increasing control and accuracy.

Children plan and repeat a longer series of movements using a wider variety of equipment or apparatus with increasing control and accuracy. Children remember sequences and dances and can repeat them. Actions are controlled and can be performed accurately and safely.

### Improving performance

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Practise, improve and refine performance.

Children plan, perform and evaluate physical activity both alone and in relation to others. Children improve and refine their performance through practice, making actions clearer and more precise; achieving greater control, accuracy, dynamism and expression in their work.

### Relationship

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Work safely alone, in pairs and in groups, and as members of a team.

Children work in pairs, groups of varying size and small teams. They plan, perform and evaluate physical activity both alone and in relationship to others, adapting as necessary to the additional demand this creates.

### Making judgements

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Make simple judgements about their own and others' performance to improve the accuracy, quality and variety of their own performance.

Children progress to make effective use of criteria to improve accuracy, expression, effectiveness and a variety of skills and movements across activities.

## Health related exercise

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Sustain energetic activity over appropriate periods of time, and demonstrate that they understand what is happening to their bodies during exercise.

Children work comfortably at their own pace across a variety of activities; and why the heart rate increases during exercise due to the need to pump blood containing oxygen to the muscles.

# SPECIAL EDUCATIONAL NEEDS

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Nationally, about 20 per cent of children may have some form of Special Educational Needs (SEN) at some time during their school careers.

At Runnymede College we acknowledge that a small number of pupils will need additional support and guidance on account of their special educational needs. It is the responsibility of the SEN department, therefore, to liaise with teachers and parents in order to identify, assess and address special educational needs when they arise.

The earlier an educational difficulty is identified and addressed the more probable it is that the specific difficulty will be overcome. It is for this reason that the child's passage through the Junior school is carefully monitored, starting from Nursery all the way through to Year 6. Therefore, a special emphasis is made on liaising with the Early Years and Infant teachers through classroom observation and ongoing assessment of children's progress with teachers.

### SEN Policy

The SEN Department has drawn up a policy which is the result of a general consensus on Special Educational Needs at Runnymede and on the roles and responsibilities of management, staff, pupils and parents.

### Referral

When a teacher or parent shows concern about a particular child a process of referral is followed where the parent or teacher fills in a referral form explaining what the problem is and how it has been addressed up to the present time. According to the nature of the problem, the school psychologist will liaise with both teachers and parents in order to obtain as much information about the child as possible. Assessment of the child may also involve testing to identify specific learning difficulties. When necessary, the child may be referred to outside specialists for further testing and/or treatment.

## Individual Education Plans

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Once the specific difficulties have been identified the school psychologist will liaise with the classroom teacher in order to develop a common plan of action that will address the child's needs within the classroom context. This common plan of action is called an Individual Educational Plan (IEP). The IEP sets out the main areas of work which the teacher is going to carry out with the specific child. The teacher also specifies the targets s/he hopes to achieve by the end of each term. The child's progress is, therefore, reviewed at the end of each term and new targets and approaches are agreed upon. The child's parents are regularly informed of the progress made and are advised as to how they can best help their child at home.

## Screening

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Central to the work of the SEN department is the early identification of difficulties. The screening of children starting at the Foundation Stage is crucial for an effective intervention. Screening is carried out through observation, regular meetings with teachers or through formal assessment. A process of intervention and monitoring is activated once difficulties are identified and cases reviewed at the end of each term.

## Intervention

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Intervention may take place in a variety of ways:

1. Within the normal classroom context, following the basic school curriculum, with differentiated work appropriate for a child's particular needs which can be taught and monitored by the class teacher.
2. Within the normal classroom context children having similar needs may be placed in small groups which will receive individualised support on specific areas of the curriculum.
3. A child or a small group of children, who have similar needs, may be withdrawn from the classroom to work with the school psychologist or support staff. This work may take the place of some part of the curriculum. Every effort will be made for withdrawal to take place at a time which is not going to interfere with the teaching of any new concept in the classroom. The work will focus directly on the specific skill development necessary to enable the child to have greater access to the curriculum in the future.
4. For children who require a greater provision than the school can provide the SEN department will contact outside agencies for extra support.

The main objective, through this method of intervention, is to help the child overcome his/her difficulties and minimise, as far as possible, the interference which these may have on learning processes. Our purpose, therefore, is to ensure that early identification, assessment and intervention in the Junior School will enable a child to make a smooth transition into the Senior School in later years.