



Year 6 Term 1 2017/18

NEXUS

INTERNATIONAL
— SCHOOL —

MALAYSIA

WELCOME TO TERM 1

Welcome to an exciting new academic year. This term we will be very busy learning about Rivers, and all that flows with them, through the International Primary Curriculum.

Alongside the IPC we will follow the English National Curriculum for Maths, while our Language Arts lessons will teach learners about Poetry, grammar and fiction texts by integrating lessons with our IPC topic.

We are looking forward to Merdeka Day, and Deepavalli, and embracing all the diversity of our Nexus family.

We hope this letter gives you all the information that you need about the learning in Year 6 this term, but please contact us if you have any questions.

THE YEAR 6 TEAM



Miss Janine



Miss Louise



Mr Tom



Miss Katho
Inclusion Integrator



Miss Vasanthi
Teaching Assistant



Mr Rob
Deputy Head

THIS YEAR'S IPC UNITS

Here are the IPC units we will be covering this year at a glance.

Term 1a

Brainwave

Go with the Flow

Term 1b:

They see the world like this

Term 2

Mission to Mars

Term 3

Extreme Survivors

Drugs Education

Growing Up



As learning is the focus of everything we do, we are starting off the year by studying the brain in a short IPC unit called **“Brainwave”**.

During this unit we will be focusing on tasks that explore positive learning.

We'll be finding out:

- About different methods of teaching and how we like to learn
- About some of the different areas of the brain
- How information gets into the brain
- How relaxation can help prepare us for learning
- How we can improve our memory
- How positive thinking can help us to succeed
- How we can support each other to achieve our goals
- How we can become more active global citizens

Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work.

THIS YEAR'S IPC UNITS

Here are the IPC units we will be covering this year at a glance.

Term 1a

Brainwave

Go with the Flow

Term 1b:

They see the world like this

Term 2

Mission to Mars

Term 3

Extreme Survivors

Drugs Education

Growing Up



Go with the Flow

Rivers play a vital role in shaping the geography of our planet, providing nutrients, habitats and transport for people, plants and animals, and also supplying us with energy to power machinery and generate electricity.

Are rivers our most precious resource?

The learning goals for this unit are on the next two pages. The highlights of this unit are:

- ▶ **Geography:** How the shape of a river changes and how it changes the land it flows through.
- ▶ **Science:** How to record and communicate the measurements we make of different parts of the Gombak River.
- ▶ **Society:** The advantages and disadvantages of damming a river
- ▶ **Technology:** Different bridges and how they are built
- ▶ **History:** The importance of the River Nile in Ancient Egypt
- ▶ **International:** How river management can affect other countries.

GO WITH THE FLOW

Geography Learning Goals

- 3.01 Know that the study of geography is concerned with places and environments in the world around them
- 3.02 Know about the main physical and human features and environmental issues in particular localities
- 3.03 Know about similarities and differences between particular localities
- 3.04 Know how the features of particular localities influence the nature of human activities within them
- 3.06 Know about the major geographical features of the host country
- 3.07 Know about the geography of the area around the school
- 3.11 Know how people affect the environment
- 3.12 Be able to enquire into geographical factors and their effects on people's lives
- 3.13 Be able to use a variety of sources to gather geographical information
- 3.14 Be able to collect and record evidence to answer geographical questions
- 3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them
- 3.16 Be able to use appropriate geographical vocabulary to describe and interpret their surroundings
- 3.17 Be able to use instruments to make measurements
- 3.18 Be able to use appropriate techniques to gather information
- 3.20 Be able to use and interpret globes and maps in a variety of scales
- 3.22 Be able to explain how physical and human processes lead to similarities and differences between places
- 3.25 Understand how localities are affected by natural features and processes
- 3.26 Understand how and why people seek to manage and sustain their environment
- 3.27 Understand how the geographical features of the host country affect the lives of the people who live there

Technology Learning Goals:

- 3.01 Know that technology affects people's lives
- 3.02 Know how the lives of people in the host country are affected by the extent of technological advance
- 3.03 Know how the lives of people in their home country are affected by the extent of technological advance
- 3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products
- 3.05 Be able to gather and use information to suggest solutions to problems
- 3.06 Be able to devise and use step-by-step plans
- 3.07 Be able to consider the needs of users when designing and making
- 3.08 Be able to select the most appropriate available tools and materials for a task
- 3.09 Be able to work with a variety of tools and materials with some accuracy
- 3.10 Be able to test and evaluate their own work and improve on it
- 3.11 Be able to investigate the way in which simple products in everyday use are designed and made and how they work
- 3.12 Be able to evaluate the effectiveness of simple products in everyday use
- 3.13 Understand the need for accurate design and working
- 3.14 Understand the ways in which technology can be used to meet needs, wants and opportunities
- 3.15 Understand that different techniques, tools and materials are needed for different tasks
- 3.16 Understand that the quality of a product depends on how well it is made and how well it meets its intended purpose

GO WITH THE FLOW

Science Learning

3.01 Know that the study of science is concerned with investigating and understanding the animate and inanimate world around them

3.02a Be able to conduct scientific investigations posing scientific questions

3.02b Be able to choose an appropriate way to investigate a scientific issue

3.02c Be able to make systematic and accurate measurements from their observations

3.02d Be able to explain and justify their predictions, investigations, findings and conclusions

3.02e Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions

3.03 Be able to gather evidence from a variety of sources

3.04 Be able to discriminate between evidence and opinion

3.05 Understand the importance of using evidence to test scientific ideas

3.06 Understand some of the effects of what they learn on people's lives

3.07 Know about the major classifications of living things

3.08 Know about the effects of food chains in a variety of environments

3.14 Understand the relationship between living things and the environment in which they live 3.34 Know about the principles of condensation and evaporation

3.65 Know about the major sources of energy

3.66 Know how energy sources occur

3.67 Know how energy sources are obtained

3.68 Know how energy sources are used

3.69 Know the basic principles of renewable and sustainable energy

History Learning Goals :

3.02 Know about the characteristic features of particular periods and societies

3.06 Know about the ideas, beliefs, attitudes and experiences of people in the past

3.09 Be able to enquire into historical issues and their effects on people's lives

3.10 Be able to find out about aspects of the past from a range of sources

3.16 Be able to select and record information relevant to an historical topic

3.19 Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms .

Society Learning Goals :

3.01 Know that the study of society is concerned with learning about living as members of groups

3.04 Know about the major traditions, celebrations and ways of living in the host country and their home country

3.05 Understand their own responsibilities in the groups to which they belong

3.06 Understand the responsibilities of others in those groups and in the wider community

3.07 Understand that the way in which people fulfil their responsibilities affects the lives of others

3.08 Understand that the behaviour of individuals has an effect on the lives of others

3.09 Be able to enquire into the nature of groups and social institutions and their effects on people's lives

International Learning:

3.04 Know about similarities and differences between the lives of people in different countries

3.05 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups

3.06 Be able to identify ways in which people work together for mutual benefit

3.07 Understand that there is value both in the similarities and the differences between different countries

LANGUAGE ARTS

During the first four weeks of the term learning will focus on Poetry. We will investigate different forms of poetry such as Haiku. We will learn about the different literary devices used by poets such as rhyme, onomatopoeia, personification and word play. We will then experiment with using these devices to create our own poems.

During the second part of the term we will be learning the format and language of debates. This will lead to the debates in class on river topics.

LANGUAGE AWARENESS

The focus of the language Awareness lessons will continue to be closely linked with the Language Arts lessons, however they will be developing the grammar and spelling needs of the learners on a more personalised basis. Learners will also be developing their fluency in handwriting and their keyboard typing competency through personalised learning activities.

Learners who require spelling intervention will take part in small group activities to develop their knowledge of the spelling rules. Learners will also be part of focused reading groups that will develop fluency.

WORLD CULTURES AND AGAMA

For our Muslim learners, a weekly Agama session is provided. Those learners of other beliefs will take part in World Culture sessions which allow learners to become familiar with celebrations within Malaysia and across the globe. This term we will learn about Merdeka Day, Hari Raya Haji, the Mid-Autumn Festival and Deepavali through exciting and engaging activities such as creating crafts related to the topics.

STAY CONNECTED USING THE



Seesaw

PARENT'S APP

MATHS



We follow the Maths Curriculum for England. Units that we will be covering this term are as follows;

Number and Place Value 1:

Key Concepts:

multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

read, write, order and compare numbers up to 10 000 000 and determine the value of each digit

use negative numbers in context, and calculate intervals across zero

identify common factors, common multiples and prime numbers.

Multiplication and Division:

Key Concepts:

use different written methods to divide numbers with up to 4 digits by a two-digit whole number

use written division methods in cases where the answer has up to two decimal places

Addition and Subtraction:

Key Concepts:

perform mental calculations, including with mixed operations and large numbers

solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Properties of Shape:

Key Concepts:

draw 2-D shapes using given dimensions and angles

recognise, describe and build simple 3-D shapes, including making nets

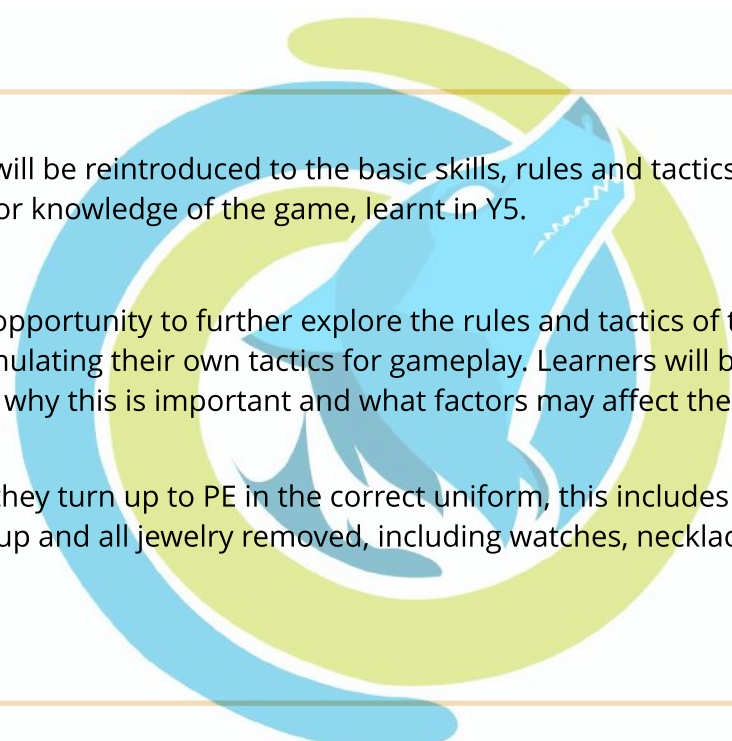
PE

Term 1A: Basketball

This half term the learners will be reintroduced to the basic skills, rules and tactics of Basketball and will be able to build on their prior knowledge of the game, learnt in Y5.

Learners will also have the opportunity to further explore the rules and tactics of the game, with a particular emphasis on formulating their own tactics for gameplay. Learners will be reintroduced to the concept of fitness for sport, why this is important and what factors may affect their performance.

Learners must ensure that they turn up to PE in the correct uniform, this includes their Nexus PE kit, a water bottle, their hair tied up and all jewelry removed, including watches, necklaces, bracelets and earrings.



LANGUAGE ARTS REPORTING GOALS

These are the Language Arts Learning Goals that we will report to parents about this term:

Speaking and Listening:

Is able to ask questions to obtain clarification and elaboration.

Is able to convey information, experiences, arguments and opinions clearly when speaking to others.

Is able to use spoken language that is appropriate to the situation and purpose.

Reading:

Is able to identify and evaluate the techniques an author has used to create moods, feelings, messages and attitudes.

Is able to find where the writer has used language to create an affect on the emotions of the reader.

Can collect and organise key ideas from a range of sources and come to an understanding of what I have read.

Writing:

Is able to use connectives to give order or emphasis.

Is able to use literary features to create effect.

Is able to write in a clear, neat and accurate cursive style.

These are the Maths Learning Goals that we will report to parents about this term:

Understands place value of larger numbers and decimal.

Is able to multiply and divide by 10, 100 and 1000.

Is able to add and subtract near multiples of 10, 100 and 1000.

Knows, by heart, all the multiplication tables up to 12x12.

Is able to convert between non-adjacent metric units; e.g. kilometres and centimetres

Is able to find multiples and factors of numbers and understand the relationship between them.

Is able to classify 2D shapes and identify their properties including parallel and perpendicular lines.

Is able to order fractions.

LANGUAGES OTHER THAN ENGLISH (LOTE)

Bahasa Malaysia Term 1

CELEBRATING A PARTY/HOLIDAY

In Year 6 Bahasa Malaysia this term, learners will be collecting information and vocabulary about festive celebrations and parties by using 4W1H. They will be learning how to create party invitation cards using the knowledge they gained from their lessons. The learners will also be researching the places they would like to travel to. They will then create a presentation to justify their choices, using grammar and vocabulary they have learned throughout the term. Learners will be engaged in different kinds of activities that will cover these four skills: listening, speaking, reading and writing.

Bahasa Integration.

Go With The Flow

This term, learners will be finding out about the major rivers in Malaysia. They will be learning the vocabulary about the topic in Bahasa Malaysia, asking and answering questions about the importance of rivers in the everyday life of Malaysians. Learners will also be exploring and researching the current issues circulating our valuable resource such as pollution, deforestation, animal extinction and many more. Learners will learn how the government of Malaysia pass laws to minimise pollution and protect the environment.

Spanish

This half term, learners will study the vocabulary needed to describe the celebration of a birthday party. They will also focus on learning about the immediate future in Spanish to talk about what they will do to organise their party. At the end of the first half term, they will be able to talk through a presentation describing (using a few slides) a party on planet Mars.

Advanced Mandarin

This term, Year 6 learners will be reading passages from Singapore Higher Chinese for Primary Schools Textbook 4A and working on the language practices from Ji Nan University. They will learn new vocabulary, phrases and sentences related to the topics and use them in meaningful context. The learners will also learn to construct sentences and short passages to improve on their fluency in communication relating to the topics. For usage of grammar, learners will be learning about conjunctions and radicals. They will be engaged in many individual, pair and group activities for examples, language games, survey, role plays, reading and essay writing activities.

Mandarin as a foreign language

During this term, Year 6 beginning level learners will be covering the topics “Celebrating Party” and “Holiday”. During these topics they will learn about tenses, adjectives of agreement and position, dates, linking words, plurals, negatives and opinions. There will be a role play of conversation about their birthday plans and holiday plans, making simple statements about the activities. They will learn to express praise. They will learn to say the months of the year and write an invitation and also ask for permission. They will learn how to write phonetic sounds and tone marks (PinYin) , strokes’ name, stroke order and radicals. The learners will also learn to construct sentences and short passages, able to use learned vocabulary to write a few sentences about my holiday plans using the future tense.

YEAR 6 EXPECTATIONS - DON'T FORGET



Hat and Water Bottle

Charge Macbook



Each night.

Home learning

Is given out on Fridays.
Should be no more than 45 minutes per night.
Often computer based.
Read for 20 minutes each night.
Handed back in the following Thursday.

Birthdays

Please arrange with the teacher if you would like to send in a birthday cake. Sorry, no presents. Party invites must be for all.



Stay connected...

grassby.j@nexus.edu.my

jackson.l@nexus.edu.my

hay.t@nexus.edu.my

wanjau.c@nexus.edu.my