

## Curriculum Overview

### Grade 6 - Term 3 - 2025-2026

This document is designed to give you an outline of some of the main teaching focuses over the coming weeks to the end of the spring term.

We will do our utmost to help your child achieve these goals. Your child's teacher is happy to discuss with you how best you can support your child with their learning and celebrate their achievements. We have added some additional ideas for support against each curriculum area.



### WHAT YOUR CHILD NEEDS TO BRING

- 1) PE Kit – brought in on a Monday and taken home on a Friday to be washed over the weekend. (PE lessons on Tuesday (G6Y) and Wednesday (G6G))
- 2) A healthy packed lunch or cutlery for obento and morning snack.
- 3) A named water bottle.
- 4) An old adult sized shirt for art and science. This will remain in school unless sent home for cleaning.
- 5) On wet days, a raincoat and/or an umbrella.
- 6) Student's library card and book bag.

### Homework

- Homework will continue to be optional in Term 3 for both G6G and G6Y
- Seesaw homework will include one piece of English, Maths, and Social Studies in addition to Japanese homework.
- Students should read English books at home each night and discuss their reading with an adult.
- Children will also be able to take a recreational library book home in addition to the school reading scheme.

Please note that Seesaw homework is intended as reinforcement of what your child has learnt in class over the past week!

Should your child have any difficulty completing any tasks set, please inform Mr. Smithers or Mr. Atkinson.

<b>English</b>	<p><b>Informative Text- Procedural</b> Students will write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organisation, and analysis of relevant content. This will be then used to create recipes and a procedural booklet for Home Economics.</p> <p><b>Persuasive Text- Discussion</b> Students will write arguments to support claims with clear reasons and relevant evidence. Students will be dealing with issues that are somewhat more distant from their personal interests, Fair Trade around the world, often involving the need for some research.</p>	<p><b>Landscape Painting</b></p> <ul style="list-style-type: none"> <li>• About ways in which landscape painting has changed and developed over time</li> <li>• How visual and tactile qualities of materials and processes are used to convey ideas and feelings</li> <li>• To understand the transition of ideas from two to three dimensions</li> <li>• <b>You Can:</b> visit a virtual/web art gallery and look for works that show landscape images.</li> </ul> <p><b>Music Appreciation</b></p> <ul style="list-style-type: none"> <li>• Listen to themes and the characteristics of a range of music</li> <li>• Understand structure of songs and listen, and feel how the different elements form the music</li> </ul> <p><b>You Can:</b> practice the music learnt at school.</p>
<b>Maths</b>	<p><b>Fractional Thinking</b> Students will develop fractional thinking by understanding and representing fractions, converting between mixed numbers and improper fractions, and using equivalent fractions. They will add and subtract fractions with the same or different denominators, including from whole numbers, and work confidently with improper fractions and mixed numbers.</p> <p><b>Construction and Measuring</b> Students will understand angles as a measure of turn and classify angles including measuring and drawing angles up to 360°. They will identify perpendicular and parallel lines; to recognise types of polygons including triangles and quadrilaterals. They will also interpret simple pie charts using proportion and a protractor</p> <p><b>Geometric Reasoning</b> Students will understand and use the sum of angles at a point, on a straight line and the equality of vertically opposite angles. They will also know and apply the sum of angles in a triangles and quadrilaterals; using this to solve angle problems using properties of triangles and quadrilaterals.</p> <p><b>You Can:</b> encourage your child to calculate ratios in relation to situations at home.</p>	<p><b>Gymnastics and Team Games</b></p> <ul style="list-style-type: none"> <li>• To develop flexibility and balance through using a range of activities and apparatus</li> <li>• Overall conditioning for strength and fitness</li> <li>• To create a routine of gymnastic movements with a quality start and end</li> <li>• To develop tactical awareness and strategic skills through group games</li> </ul> <p><b>Global Citizenship</b></p> <ul style="list-style-type: none"> <li>• To explore what being a responsible global citizen involves (JFSA clothing drive)</li> <li>• To develop understanding of how to work collaboratively and cooperatively</li> <li>• To understand how rights and responsibilities are interconnected</li> <li>• To develop a greater understanding of "Fair Trade"</li> </ul> <p><b>You Can:</b> discuss international news events at home.</p>
<b>Home Economics</b>	<p><b>Meal Planning and Good Nutrition</b></p> <ul style="list-style-type: none"> <li>• To understand the nutritious qualities of foods and the necessity of a well-balanced diet</li> <li>• To become aware of the values of things and money and to consider ways to use them in a planned manner</li> <li>• To be able to plan and calculate the cost of a nutritious menu based on selected food items</li> </ul> <p><b>You Can:</b> encourage your child to help plan and prepare meals at home.</p>	<p><b>Kokugo:</b></p> <ul style="list-style-type: none"> <li>• Read story "Mayou" and " Bokuno sekai Kimino sekai".</li> <li>• Learn G6 Kanji and reviewing Kanji they studied before</li> <li>• Read Tsuda Umeko's life story and research great people you admire and share the works.</li> <li>• Make some Graduation works</li> </ul> <p><b>You Can:</b> share your idea with your child about people to admire.</p> <p><b>Japanese Studies</b></p> <ul style="list-style-type: none"> <li>• Read fantasy story "Mayou".</li> <li>• Learn G5 Kanji and reviewing G4 and G5 Kanji</li> <li>• Make some graduation works</li> <li>• Recommend your favourite book to your friend</li> </ul> <p><b>You Can:</b> share your opinions with your child about philosophical questions from lessons.</p>
<b>Science</b>	<p><b>Levers and their Properties</b></p> <ul style="list-style-type: none"> <li>• Understand that when a stick is horizontal equal weights attached an equal distance from the fulcrum will enable it to balance</li> <li>• Tools using levers can be found in everyday life</li> </ul> <p><b>Use of Electricity</b></p> <ul style="list-style-type: none"> <li>• Electricity can be transformed into light, sound, heat etc</li> <li>• The amount of heat generated by a heat wore depends on its thickness</li> <li>• Tools using the functions of electricity can be found in everyday life</li> </ul> <p><b>You Can:</b> look out for levers in everyday life together and discuss how they work. Discuss electricity safety in the home.</p>	<p><b>Develop minds and bodies and personality through a constructive group activity</b></p> <ul style="list-style-type: none"> <li>• To develop both independence and teamwork</li> <li>• Enable children to think more deeply about their actions and reflect on how to make the most of all situations presented to them</li> </ul> <p><b>You Can:</b> encourage your child to take more responsibility and discuss civic-mindedness in your local community.</p>
<b>Ethics</b>	<p>Be Good People Curriculum</p> <ul style="list-style-type: none"> <li>• Expressing your feelings</li> <li>• How to respond to being left out</li> <li>• Responding to bullying or teasing.</li> </ul>	<p><b>The Internet</b></p> <ul style="list-style-type: none"> <li>• Learning to create/design a class yearbook</li> </ul> <p><b>You Can:</b> allow your child to use the internet with guidance.</p>