



Subject	Global Perspectives
Class	English C
School Year	2024-25
Teacher	Adrián Estévez Cebreiro
<p>Learning objectives</p> <p>What do we want to learn this year?</p>	<p><b>Research</b> Constructing research questions.</p> <ul style="list-style-type: none"> <li>• Construct own questions to aid understanding of a topic.</li> </ul> <p>Information skills.</p> <ul style="list-style-type: none"> <li>• Locate relevant information and answers to questions within sources provided.</li> </ul> <p>Conducting research.</p> <ul style="list-style-type: none"> <li>• Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements.</li> </ul> <p>Recording findings</p> <ul style="list-style-type: none"> <li>• Select, organise and record information from sources and findings from research in simple charts or diagrams</li> </ul> <p><b>Analysis</b> Identifying perspectives:</p> <ul style="list-style-type: none"> <li>• Recognise that people think or believe different things about a topic.</li> </ul> <p>Interpreting data:</p> <ul style="list-style-type: none"> <li>• Draw simple conclusions from graphical or numerical data.</li> </ul> <p>Making connections:</p> <ul style="list-style-type: none"> <li>• Talk about simple causes of personal actions and consequences on others.</li> </ul> <p>Solving problems:</p> <ul style="list-style-type: none"> <li>• Suggest personal actions that could make a positive difference to an issue affecting others.</li> </ul>

### **Evaluation**

Evaluating Sources:

- Discuss a source, recognising that the author has a clear viewpoint on the topic

Evaluating arguments:

- Express an opinion about another person's viewpoint, giving reasons for opinion.

### **Reflection**

Personal contribution:

- Identify strengths and limitations of personal contribution to teamwork.

Teamwork:

- Identify how working together improved the shared outcome achieved.

Personal viewpoints:

- Talk about what has been learned during an activity and consider how personal ideas have changed

Personal learning:

- Identify which types of activities support learning

### **Collaboration**

Cooperation and interdependence:

- The team allocate given tasks to team members to achieve a shared outcome.

Engaging in teamwork:

- The team member introduces ideas and works positively with other team members to achieve a shared outcome

### **Communication**

Communicating information:

- Present information about a given topic clearly and with an appropriate structure.

Listening and responding:

- Listen to others in class discussions and respond with relevant ideas and questions.

### Topics

World of work. Will a robot do your job?

Keeping healthy. How can we stay healthy?

Sharing planet earth. What is the cost of my stuff?

	<p>Reduce, reuse, recycle. Where does all our packaging go?  Water, food and farming. Making a splash!  Working with other countries. How are countries different?</p>
<p>Teaching Strategies</p> <p>How will we learn? -  Organisation and  practice</p>	<p>Cambridge Primary Global Perspectives is taught through a series of Challenges. The Challenges are a set of teaching and learning materials that provide stimulating contexts for the teaching and learning of the learning objectives.</p> <p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>-Cooperative Learning.</li> <li>-We'll be using the different backgrounds of the students as frames of references.</li> <li>-The different materials used in the classroom will be designed/selected according to the student's experiences &amp; interests.</li> <li>-Students will work in groups, complete project reports together and participate in field work outings. Students will focus on using each other's life experiences and respecting opinions and differences to enhance the learning experience for all.</li> <li>-Differentiation.</li> </ul> <p>Useful principles for active learning include:</p> <ul style="list-style-type: none"> <li>• identify prior learning and build on this</li> <li>• use a variety of individual, pair and group work</li> <li>• promote high-quality talk</li> <li>• use success criteria so that learners are responsible for their own progress</li> <li>• encourage regular self-reflection and peer feedback.</li> </ul>
<p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>	<p>The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It strengthens the links across English as a first or second language, mathematics, science and ICT Starters.</p>
<p>Assessment</p>	<p><b>Formative Assessment:</b></p>

How will we know what we have learned?	Formative assessment can be conducted through a variety of methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and the sharing of knowledge.  <b>Summative Assessment:</b>  Cambridge Primary Progression Tests.
Materials/ other remarks:	Cambridge Primary Global Perspectives is taught through a series of Challenges. The Challenges are a set of teaching and learning materials that provide stimulating contexts for the teaching and learning of the learning objectives listed in Section 1 of this document.

Subject	Science
Class	English C
School Year	2024-25
Teacher	Adrián Estévez Cebreiro
Learning objectives  What do we want to learn this year?	English C follows a program that merges the final year of the Cambridge Primary Science Curriculum Framework 2018 (CIE Stage 6) with Cambridge Secondary (CIE Year 7).  <u>Year A.</u>  <b>Scientific enquiry</b>  <i>Ideas and evidence</i> <ul style="list-style-type: none"> <li>• Know that scientists have combined evidence with creative thinking to suggest new ideas and explanations for phenomena.</li> </ul>

- Use observation and measurement to test predictions and make links.

*Plan investigative work.*

- Make predictions of what will happen based on scientific knowledge and understanding, and suggest and communicate how to test these.
- Use knowledge and understanding to plan how to carry out a fair test.
- Collect sufficient evidence to test an idea.
- Identify factors that need to be taken into account in different contexts.

*Obtain and present evidence*

- Make relevant observations.
- Measure volume, temperature, time, length and force.
- Discuss the need for repeated observations and measurements.
- Present results in bar charts and line graphs.

*Consider evidence and approach*

- Decide whether results support predictions. Begin to evaluate repeated results.
- Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding.
- Interpret data and think about whether it is sufficient to draw conclusions.

**Biology**

*Plants*

- Know that plants need energy from light for growth.
- Know that plants reproduce.

- Observe how seeds can be dispersed in a variety of ways.
- Investigate how seeds need water and warmth for germination, but not light.
- Know that insects pollinate some flowers.
- Observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilises the ovum (female).
- Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination.

## **Chemistry**

### *States of matter*

- Know that evaporation occurs when a liquid turns into a gas.
- Know that condensation occurs when a gas turns into a liquid and that it is the reverse of evaporation.
- Know that air contains water vapour and when this meets a cold surface it may condense.
- Know that the boiling point of water is 100°C and the melting point of ice is 0°C.
- Know that when a liquid evaporates from a solution the solid is left behind.

## **Physics**

### *Light*

- Observe that shadows are formed when light travelling from a source is blocked.
- Investigate how the size of a shadow is affected by the position of the object.
- Observe that shadows change in length and position throughout the day.
- Know that light intensity can be measured.
- Explore how opaque materials do not let light through and transparent materials let a lot of light through.
- Know that we see light sources because light from the source enters our eyes.

- Know that beams/rays of light can be reflected by surfaces including mirrors, and when reflected light enters our eyes we see the object.
- Explore why a beam of light changes direction when it is reflected from a surface.

#### *The Earth and beyond*

- Explore, through modelling, that the sun does not move;
- its apparent motion is caused by the Earth spinning on its axis.
- Know that the Earth spins on its axis once every 24 hours.
- Know that the Earth takes a year to orbit the sun, spinning as it goes.
- Research the lives and discoveries of scientists who explored the solar system and stars.

#### Year B.

#### **Scientific enquiry**

##### *Ideas and evidence*

- Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena.
- Collect evidence and data to test ideas including predictions.

##### *Plan investigative work*

- Discuss how to turn ideas into a form that can be tested.
- Make predictions using scientific knowledge and understanding.
- Choose what evidence to collect to investigate a question, ensuring that the evidence is sufficient.
- Identify factors that are relevant to a particular situation.
- Choose which equipment to use.

*Obtain and present evidence*

- Make a variety of relevant observations and measurements using simple apparatus correctly.
- Decide when observations and measurements need to be checked by repeating to give more reliable data.
- Use tables, bar charts and line graphs to present results.

*Consider evidence and approach*

- Make comparisons. Evaluate repeated results.
- Identify patterns in results and results that do not appear to fit the pattern.
- Use results to draw conclusions and to make further predictions.
- Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others.
- Say if and how evidence supports any prediction made.

**Biology**

*Humans and animals*

- Use scientific names for some major organs of body systems.
- Identify the position of major organs in the body.
- Describe the main functions of the major organs of the body.
- Explain how the functions of the major organs are essential.

*Living things in their environment*

- Explore how humans have positive and negative effects on the environment, e.g. loss of species, protection of habitats.



- Explore a number of ways of caring for the environment, e.g. recycling, reducing waste, reducing energy consumption, not littering, encouraging others to care for the environment.
- Know how food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams.
- Know that food chains begin with a plant (the producer), which uses energy from the sun.
- Understand the terms producer, consumer, predator and prey.
- Explore and construct food chains in a particular habitat.

## **Chemistry**

### *Material changes*

- Distinguish between reversible and irreversible changes.
- Explore how solids can be mixed and how it is often possible to separate them again.
- Observe, describe, record and begin to explain changes that occur when some solids are added to water.
- Explore how, when solids do not dissolve or react with water, they can be separated by filtering, which is similar to sieving.
- Explore how some solids dissolve in water to form solutions and, although the solid cannot be seen, the substance is still present.

## **Physics**

### Forces and motion

- Distinguish between mass measured in kilograms (kg) and weight measured in Newtons, noting that kilograms are used in everyday life.
- Recognise and use units of force, mass and weight and identify the direction in which forces act.
- Understand the notion of energy in movement.
- Recognise friction (including air resistance) as a force which can affect the speed at which objects move and which sometimes stops things moving.

	<p><i>Electricity and magnetism</i></p> <ul style="list-style-type: none"> <li>• Investigate how some materials are better conductors of electricity than others.</li> <li>• Investigate how some metals are good conductors of electricity while most other materials are not.</li> <li>• Know why metals are used for cables and wires and why plastics are used to cover wires and as covers for plugs and switches.</li> <li>• Predict and test the effects of making changes to circuits, including length or thickness of wire and the number and type of components.</li> <li>• Represent series circuits with drawings and conventional symbols.</li> </ul>
<p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p>	<p>A two-year program is planned in order to cater for the BIS system whereby pupils spend two years in the English C class. These are labelled Year A and Year B, and alternate from year to year, as follows:</p> <p>2024-25 Year B</p> <p>2025-26 Year A</p> <p>2026-27 Year B</p> <p>2027-28 Year A</p> <p>Information and Computer Technology (ICT) will be integrated into topics where appropriate. Practical science work will be incorporated where appropriate.</p>
<p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>	<p>Emphasis will be put on English language development, written and verbal, and on maths skills where they have relevance to the area of study.</p>

Assessment	<p><b>Formative Assessment:</b></p> <p>Formative assessment can be conducted through a variety of methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and the sharing of knowledge.</p>
How will we know what we have learned?	<p><b>Summative Assessment:</b></p> <p>Cambridge Primary Progression Tests.</p>
Materials/ other remarks:	<p>The textbook 'Hodder Cambridge Primary Science Learner's' is provided by the school, with the expectation that students will cover the book at the start of the school year, and generally take care of it. Students whose book is damaged unreasonably will be required to pay for a replacement.</p>

Subject	French
Class	English C
School Year	2024-25
Teacher	Merete Brydenscholt
Learning objectives What do we want to learn this year?	<p>Introduction to listening, reading, speaking, and writing in French, focusing on themes such as personal life, town, school, and holidays. Develop cultural awareness through engaging texts and authentic materials.</p>

Teaching Strategies	<ul style="list-style-type: none"> <li>- Use a range of vocabulary, grammatical structures, and explicit teaching of phonics.</li> <li>- Participation in in-house and competitions.</li> <li>- Phonics teaching to improve literacy.</li> </ul>
How will we learn? - Organisation and practice	
Cross-curricular activities:	<ul style="list-style-type: none"> <li>- Compare French to English to enhance understanding of English grammar and use of metalanguage.</li> <li>- Link lessons to history, geography, and current affairs in French-speaking countries.</li> </ul>
Connections with other subjects?	
Assessment	<p><b>Formative Assessment:</b></p> <p>Formative assessment can be conducted through various methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and sharing knowledge.</p> <p><b>Summative Assessment:</b></p> <p>Reading, Writing, and Oral Tests.</p>
How will we know what we have learned?	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> <li>- AO1 (Listening): Understanding and responding to basic spoken language.</li> <li>- AO2 (Speaking): Communicating and interacting in speech.</li> <li>- AO3 (Reading): Understanding and responding to basic written language.</li> <li>- AO4 (Writing): Communicating in basic writing.</li> </ul>
Materials/ other remarks:	Textbook: “Bingo 1 and 2” with Digital Access.

Subject	English
Class	EC
School Year	2024-25
Teacher	Caroline Rahbek
Learning objectives	Learners develop skills and understanding in four areas: reading, writing, speaking and listening.
What do we want to learn this year?	<p>To become confident communicators, able to apply all four skills effectively in everyday situations.</p> <p>To develop as readers, engaging with a range of texts for information and for pleasure, including texts from different times and culture. To recognise and know purposes of texts. To begin to develop inference skills.</p> <p>To use the written word clearly and creatively for a range of different audiences and purposes. To identify how the structure of texts can affect interpretation. To begin to use figurative language. Use synonyms and antonyms. Increase confidence spelling homophones. To begin to know and identify different sentence types. Begin to support answers with detailed evidence.</p>

	<p>To listen carefully to discussions and to respond in an appropriate manner considering other points of view. To develop tone and pace when delivering presentations. Begin to think about how to structure a speech and support points with evidence.</p>
<p>Teaching Strategies</p> <p>How will we learn?-</p> <p>Organisation and practice</p>	<p>Appropriate use of formative and summative assessment</p> <p>Direct instruction</p> <p>Questioning techniques and thinking skills</p> <p>Differentiation</p> <p>A combination of whole class activities led by the teacher involving responses to both fiction and non-fiction texts, group work, individual responses.</p> <p>Blended learning with the use of technology</p>
<p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>	<p>Global Perspectives</p> <p>Art</p> <p>History</p> <p>We will complete projects with the parallel class DC</p>

Assessment	Cambridge Primary Progression Tests
How will we know what we have learned?	Comprehension and creative writing assessments set and marked by teacher. Weekly spelling tests. Questioning and discussions with peers and whole class.
Materials/ other remarks:	We will read fiction of different genres, poetry, playscripts and non-fiction texts.

Subject	Math
Class	EC
School Year	2024-25
Teacher	Itziar Ochoa de Alaiza Gracia
Learning objectives What do we want to learn this year?	<p><b><u>Stage 5</u></b></p> <p><b>1. Number</b></p> <p>a. Counting and sequences</p> <p>i. 5Nc.01 Count on and count back in steps of constant size, and extend beyond zero to include negative numbers.</p> <p>ii. 5Nc.02 Recognise the use of objects, shapes or symbols to represent two unknown quantities in addition and subtraction calculations.</p>

- iii. 5Nc.03 Use the relationship between repeated addition of a constant and multiplication to find any term of a linear sequence.
- iv. 5Nc.04 Recognise and extend the spatial pattern of square and triangular numbers.
- b. Integers and powers
  - i. 5Ni.01 Estimate, add and subtract integers, including where one integer is negative.
  - ii. 5Ni.02 Understand which law of arithmetic to apply to simplify calculations.
  - iii. 5Ni.03 Understand that the four operations follow a particular order.
  - iv. 5Ni.04 Estimate and multiply whole numbers up to 1000 by 1-digit or 2-digit whole numbers.
  - v. 5Ni.05 Estimate and divide whole numbers up to 1000 by 1-digit whole numbers.
  - vi. 5Ni.06 Understand and explain the difference between prime and composite numbers.
  - vii. 5Ni.07 Use knowledge of factors and multiples to understand tests of divisibility by 4 and 8.
  - viii. 5Ni.08 Use knowledge of multiplication to recognise square numbers (from 1 to 100).
- c. Place value, ordering and rounding
  - i. 5Np.01 Understand and explain the value of each digit in decimals (tenths and hundredths).
  - ii. 5Np.02 Use knowledge of place value to multiply and divide whole numbers by 10, 100 and 1000.
  - iii. 5Np.03 Use knowledge of place value to multiply and divide decimals by 10 and 100.
  - iv. 5Np.04 Compose, decompose and regroup numbers, including decimals (tenths and hundredths).
  - v. 5Np.05 Round numbers with one decimal place to the nearest whole number.
- d. Fractions, decimals, percentages, ratio and proportion
  - i. 5Nf.01 Understand that a fraction can be represented as a division of the numerator by the denominator (unit fractions, three-quarters, tenths and hundredths).
  - ii. 5Nf.02 Understand that proper fractions can act as operators.
  - iii. 5Nf.03 Recognise that improper fractions and mixed numbers can have an equivalent value.
  - iv. 5Nf.04 Recognise that proper fractions, decimals (one decimal place) and percentages can have equivalent values.
  - v. 5Nf.05 Estimate, add and subtract fractions with the same denominator and denominators that are multiples of each other.
  - vi. 5Nf.06 Estimate, multiply and divide unit fractions by a whole number.



- vii. 5Nf.07 Recognise percentages of shapes, and write percentages as a fraction with denominator 100.
- viii. 5Nf.08 Understand the relative size of quantities to compare and order numbers with one decimal place, proper fractions with the same denominator and percentages, using the symbols =, > and <.
- ix. 5Nf.09 Estimate, add and subtract numbers with the same number of decimal places.
- x. 5Nf.10 Estimate and multiply numbers with one decimal place by 1-digit whole numbers.
- xi. 5Nf.11 Understand that:
  - a proportion compares part to whole
  - a ratio compares part to part of two or more quantities.

## 2. Geometry and Measure

### a. Time

- i. 5Gt.01 Understand time intervals less than one second.
- ii. 5Gt.02 Compare times between time zones in digital notation (12- and 24-hour) and on analogue clocks.
- iii. 5Gt.03 Find time intervals in seconds, minutes and hours that bridge through 60.
- iv. 5Gt.04 Recognise that a time interval can be expressed as a decimal, or in mixed units.

### b. Geometrical reasoning, shapes and measurements

- i. 5Gg.01 Identify, describe, classify and sketch isosceles, equilateral or scalene triangles, including reference to angles and symmetrical properties.
- ii. 5Gg.02 Estimate and measure perimeter and area of 2D shapes, understanding that shapes with the same perimeter can have different areas and vice versa.
- iii. 5Gg.03 Draw compound shapes that can be divided into rectangles and squares. Estimate, measure and calculate their perimeter and area.
- iv. 5Gg.04 Identify, describe and sketch 3D shapes in different orientations.
- v. 5Gg.05 Identify and sketch different nets for a cube.
- vi. 5Gg.06 Use knowledge of reflective symmetry to identify and complete symmetrical patterns.
- vii. 5Gg.07 Estimate, compare and classify angles, using geometric vocabulary including acute, right, obtuse and reflex.
- viii. 5Gg.08 Know that the sum of the angles on a straight line is  $180^\circ$  and use this to calculate missing angles on a straight line.

### c. Position and transformations

- i. 5Gp.01 Compare the relative position of coordinates (with or without the aid of a grid).
- ii. 5Gp.02 Use knowledge of 2D shapes and coordinates to plot points to form lines and shapes in the first quadrant (with the aid of a grid).
- iii. 5Gp.03 Translate 2D shapes, identifying the corresponding points between the original and the translated image, on square grids.
- iv. 5Gp.04 Reflect 2D shapes in both horizontal and vertical mirror lines to create patterns on square grids.

### **3. Statistics and Probability**

#### **a. Statistics**

- i. 5Ss.01 Plan and conduct an investigation to answer a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data).
- ii. 5Ss.02 Record, organise and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation:
  - Venn and Carroll diagrams
  - tally charts and frequency tables
  - bar charts
  - waffle diagrams
  - frequency diagrams for continuous data
  - line graphs
  - dot plots (one dot per data point).
- iii. 5Ss.03 Understand that the mode and median are ways to describe and summarise data sets. Find and interpret the mode and the median, and consider their appropriateness for the context.
- iv. 5Ss.04 Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation.

#### **b. Probability**

- i. 5Sp.01 Use the language associated with likelihood to describe and compare likelihood and risk of familiar events, including those with equally likely outcomes.
- ii. 5Sp.02 Recognise that some outcomes are equally likely to happen and some outcomes are more (or less) likely to happen, when doing practical activities.
- iii. 5Sp.03 Conduct chance experiments or simulations, using small and large numbers of trials, and present and describe the results using the language of probability.

## **Stage 6**

### **1. Number**

#### **a. Counting and sequences**

- i. 6Nc.01 Count on and count back in steps of constant size, including fractions and decimals, and extend beyond zero to include negative numbers.
- ii. 6Nc.02 Recognise the use of letters to represent quantities that vary in addition and subtraction calculations.
- iii. 6Nc.03 Use the relationship between repeated addition of a constant and multiplication to find and use a position-to-term rule.
- iv. 6Nc.04 Use knowledge of square numbers to generate terms in a sequence, given its position.

#### **b. Integers and powers**

- i. 6Ni.01 Estimate, add and subtract integers.
- ii. 6Ni.02 Use knowledge of laws of arithmetic and order of operations to simplify calculations.
- iii. 6Ni.03 Understand that brackets can be used to alter the order of operations.
- iv. 6Ni.04 Estimate and multiply whole numbers up to 10 000 by 1-digit or 2-digit whole numbers.
- v. 6Ni.05 Estimate and divide whole numbers up to 1000 by 1-digit or 2-digit whole numbers.
- vi. 6Ni.06 Understand common multiples and common factors.
- vii. 6Ni.07 Use knowledge of factors and multiples to understand tests of divisibility by 3, 6 and 9.
- viii. 6Ni.08 Use knowledge of multiplication and square numbers to recognise cube numbers (from 1 to 125).

#### **c. Place value, ordering and rounding**

- i. 6Np.01 Understand and explain the value of each digit in decimals (tenths, hundredths and thousandths).
- ii. 6Np.02 Use knowledge of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000.
- iii. 6Np.03 Compose, decompose and regroup numbers, including decimals (tenths, hundredths and thousandths).
- iv. 6Np.04 Round numbers with 2 decimal places to the nearest tenth or whole number.

- d. Fractions, decimals, percentages, ratio and proportion
  - i. 6Nf.01 Understand that a fraction can be represented as a division of the numerator by the denominator (proper and improper fractions).
  - ii. 6Nf.02 Understand that proper and improper fractions can act as operators.
  - iii. 6Nf.03 Use knowledge of equivalence to write fractions in their simplest form.
  - iv. 6Nf.04 Recognise that fractions, decimals (one or two decimal places) and percentages can have equivalent values.
  - v. 6Nf.05 Estimate, add and subtract fractions with different denominators.
  - vi. 6Nf.06 Estimate, multiply and divide proper fractions by whole numbers.
  - vii. 6Nf.07 Recognise percentages (1%, and multiples of 5% up to 100%) of shapes and whole numbers.
  - viii. 6Nf.08 Understand the relative size of quantities to compare and order numbers with one or two decimal places, proper fractions with different denominators and percentages, using the symbols =, > and <.
  - ix. 6Nf.09 Estimate, add and subtract numbers with the same or different number of decimal places.
  - x. 6Nf.10 Estimate and multiply numbers with one or two decimal places by 1-digit and 2-digit whole numbers.
  - xi. 6Nf.11 Estimate and divide numbers with one or two decimal places by whole numbers.
  - xii. 6Nf.12 Understand the relationship between two quantities when they are in direct proportion.
  - xiii. 6Nf.13 Use knowledge of equivalence to understand and use equivalent ratios.

## **2. Geometry and Measure**

- a. Time
  - i. 6Gt.01 Convert between time intervals expressed as a decimal and in mixed units.
- b. Geometrical reasoning, shapes and measurements
  - i. 6Gg.01 Identify, describe, classify and sketch quadrilaterals, including reference to angles, symmetrical properties, parallel sides and diagonals.
  - ii. 6Gg.02 Know the parts of a circle:
    - centre
    - radius
    - diameter
    - circumference.

- iii. 6Gg.03 Use knowledge of area of rectangles to estimate and calculate the area of right-angled triangles.
  - iv. 6Gg.04 Identify, describe and sketch compound 3D shapes.
  - v. 6Gg.05 Understand the difference between capacity and volume.
  - vi. 6Gg.06 Identify and sketch different nets for cubes, cuboids, prisms and pyramids.
  - vii. 6Gg.07 Understand the relationship between area of 2D shapes and surface area of 3D shapes.
  - viii. 6Gg.08 Identify rotational symmetry in familiar shapes, patterns or images with maximum order 4. Describe rotational symmetry as ‘order
  - ix. 6Gg.09 Classify, estimate, measure and draw angles.
  - x. 6Gg.10 Know that the sum of the angles in a triangle is  $180^\circ$ , and use this to calculate missing angles in a triangle.
  - xi. 6Gg.11 Construct circles of a specified radius or diameter.
- c. Position and transformations
- i. 6Gp.01 Read and plot coordinates including integers, fractions and decimals, in all four quadrants (with the aid of a grid).
  - ii. 6Gp.02 Use knowledge of 2D shapes and coordinates to plot points to form lines and shapes in all four quadrants.
  - iii. 6Gp.03 Translate 2D shapes, identifying the corresponding points between the original and the translated image, on coordinate grids.
  - iv. 6Gp.04 Reflect 2D shapes in a given mirror line (vertical, horizontal and diagonal), on square grids.
  - v. 6Gp.05 Rotate shapes  $90^\circ$  around a vertex (clockwise or anticlockwise).

### 3. Statistics and Probability

#### a. Statistics

- i. 6Ss.01 Plan and conduct an investigation and make predictions for a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data).
- ii. 6Ss.02 Record, organise and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation:
  - Venn and Carroll diagrams
  - tally charts and frequency tables
  - bar charts
  - waffle diagrams and pie charts

	<ul style="list-style-type: none"> <li>- frequency diagrams for continuous data</li> <li>- line graphs</li> <li>- scatter graphs</li> <li>- dot plots.</li> </ul> <ul style="list-style-type: none"> <li>iii. 6Ss.03 Understand that the mode, median, mean and range are ways to describe and summarise data sets. Find and interpret the mode (including bimodal data), median, mean and range, and consider their appropriateness for the context.</li> <li>iv. 6Ss.04 Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation, and check predictions.</li> </ul> <p>b. Probability</p> <ul style="list-style-type: none"> <li>i. 6Sp.01 Use the language associated with probability and proportion to describe and compare possible outcomes.</li> <li>ii. 6Sp.02 Identify when two events can happen at the same time and when they cannot, and know that the latter are called 'mutually exclusive'.</li> <li>iii. 6Sp.03 Recognise that some probabilities can only be modelled through experiments using a large number of trials.</li> <li>iv. 6Sp.04 Conduct chance experiments or simulations, using small and large numbers of trials. Predict, analyse and describe the frequency of outcomes using the language of probability.</li> </ul>
<p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p>	<ul style="list-style-type: none"> <li>• <b>Active learning:</b> Active learning involves learners being engaged in their learning rather than passively listening and copying information. Learners take part in a variety of activities that involve thinking hard. The focus should always be on the learning objective, rather than the task itself.</li> <li>• <b>Learner groupings:</b> use an effective balance of individual, pair, group and whole-class activities to develop both independence and collaboration</li> <li>• <b>Developing effective communication:</b> <ul style="list-style-type: none"> <li>○ Language awareness</li> <li>○ Promoting talk</li> <li>○ Managing discussions</li> <li>○ Promoting learner questions</li> </ul> </li> <li>• <b>Thinking and Working Mathematically:</b> When learners think and work mathematically, they actively engage with their learning of mathematics. They try to make sense of ideas and build connections between different</li> </ul>

	<p>facts, procedures and concepts. Thinking and Working Mathematically has eight characteristics that are presented in four pairs:</p> <ul style="list-style-type: none"> <li>○ Specialising and Generalising</li> <li>○ Conjecturing and Convincing</li> <li>○ Characterising and Classifying</li> <li>○ Critiquing and Improving</li> </ul>
<p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>	<p>Here are some examples of activities that apply knowledge, understanding and skills from Cambridge Lower Secondary Mathematics in the context of other subjects:</p> <ul style="list-style-type: none"> <li>● <b>Science:</b> Learners use data handling skills to choose how to present findings from a scientific investigation.</li> <li>● <b>Art &amp; Design:</b> Learners first investigate the features of 2D designs (e.g. shapes, sequences, symmetry). Then they use their findings as a prompt for their own artistic design. They should use effective measuring strategies when creating 3D designs.</li> <li>● <b>Global Perspectives:</b> Developing key skills in analysis, collaboration and communication evaluation, reflection and research.</li> </ul>
<p>Assessment</p> <p>How will we know what we have learned?</p>	<ul style="list-style-type: none"> <li>● Written tests at the end of each section.</li> <li>● Cambridge Primary Progression Tests</li> <li>● Cambridge Primary Checkpoint</li> </ul>
<p>Materials/ other remarks:</p>	<p>Stage 5: Cambridge Primary Mathematics Workbook 5</p> <p>Stage 6: Cambridge Primary Mathematics Workbook 6</p>

Subject	Art & Design
Class	EC
School Year	2024-25
Teacher	Jonathan Bauer
Learning objectives What do we want to learn this year?	<p>Experiencing</p> <ul style="list-style-type: none"> <li>• Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different time,s and cultures.</li> <li>• Explore media, materials, tools, technologies, and processes.</li> <li>• Gather and record experiences and visual information.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence.</li> <li>• Select appropriate media, materials, tools, technologies, and processes for a purpose.</li> </ul> <p>Reflecting</p> <ul style="list-style-type: none"> <li>• Celebrate artistic experiences and learning.</li> <li>• Analyse, critique and connect own and others' work as part of the artistic process.</li> </ul> <p>Thinking and Working Artistically</p>



	<ul style="list-style-type: none"> <li>• Generate, develop, create, innovate, and communicate ideas by using and connecting the artistic processes of experiencing, making, and reflecting.</li> <li>• Embrace challenges and opportunities, working with growing independence.</li> <li>• Review and refine own work.</li> </ul>
<p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p>	<ul style="list-style-type: none"> <li>• hold discussions on the work of other artists and designers</li> <li>• learners practice new skills and equipment</li> <li>• learners experiment with different art media</li> <li>• learners generate their own ideas to make individual designs or artwork</li> <li>• learners contribute to team projects</li> <li>• learners' produce a final output for a given task.</li> </ul>
<p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>	<p>Art combined with History and Global Perspectives with pertinent cultural and societal connections</p> <p>Math – parallel lines, understanding distance</p> <p>Science – color and light, how pigments are made</p>
<p>Assessment</p> <p>How will we know what we have learned?</p>	<p>Formative assessments in the classroom through discussion, observation, and lesson outputs. Discuss with learners 'what went well' and how they can improve further, so learners can reflect on, and improve, their performance.</p>

Materials/ other remarks:	Art instruments such as pencils, brushes, plasticene, wax, paper, and a variety of online and print resources
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	Årsplan for	Krea
<b>Klasse / Hold</b>		DC
<b>Skoleår / Periode</b>		2024-25
<b>Lærere:</b>		LR og JO
<b>Mål for undervisningen:</b>		<p>I krea er der fokus på både 4/5 håndværk og design og 1/5 madkundskab.</p> <p>Vi arbejder sammen 2 lærere og eleverne skal have kendskab til følgende i håndværk og design:</p>

- Håndværktøj og redskaber
- Teknikker
- Arbejdsformer
- Maskiner
- Sikkerhed
- Materialekendskab
- Materialeforarbejdning
- Materialekombination og udtryk

- Idéudvikling
- Idéafprøvning
- Produktrealisering
- Evaluering

I krea skal eleverne arbejde med både hårde og bløde materialer

De skal lærer at anvende værktøjer, redskaber og maskiner forsvarligt til forarbejdning af materialer.

De skal lærere at forarbejde materialer i forhold til produktets form, funktion og udtryk.

Og de skal lærere at arbejde med enkle designprocesser knyttet til egen produktfremstilling.

Eleverne skal have kendskab til følgende i madkundskab:

- Sundhedsbevidsthed
- Ernæring og energibehov
- Hygiejne
- Råvarekendskab
- Madvaredeklarationer og fødevaremærkninger
- Grundmetoder og madteknik

	<ul style="list-style-type: none"><li>• Smag og tilsmagning</li></ul> <p>De skal stifte bekendtskab med madvalg i forhold til sundhed, kunne træffe begrundede madvalg i forhold til kvalitet, smag og bæredygtighed.</p> <p>De skal lærere madlavningsteknikker og omsætte idéer i madlavningen.</p>
<b>Arbejdsmetoder og arbejdsformer:</b>	<p>De kommer både til at arbejde individuelt og i mindre grupper.</p>
<b>Undervisningsforløb:</b>	<p>Undervisningsforløbene kan ændre sig løbende, da eleverne gerne skal kunne nå at blive færdige med deres ting.</p> <ul style="list-style-type: none"><li>• Sunprint og håndsyning</li><li>• Byg en bil</li><li>• Kronborg og Holger Danske</li><li>• Sierre Leone</li></ul>

<b>Status og evalueringsformer:</b>	Der vil løbende være evaluering af elevernes kompetencer indenfor de forskellige aktiviteter.
<b>Materialer o.a.:</b>	Vi bruger ikke nogle bestemte bøger og platforme, men benytter ofte instruksvideoer fra youtube og diverse hjemmesider med opskrifter.