



**YEAR 6**

**CURRICULUM  
INFORMATION  
LETTER**

**TERM 1**

**2019 - 2020**

Students were encouraged to read a variety of reading texts widely, increasing their knowledge about the features and conventions of the genre. Students kept a reading journal to record their responses to texts, as well as predictions, character diaries, graphic organisers and 'new vocabulary' work. They also developed a vocabulary to discuss what they read, which should include recognition of genre's purpose, key features as well as linguistic features. They illustrated their ideas with references to, and quotations from, the texts. Students read and analyzed biography, autobiography, instruction and explanatory writing, then imitating the styles of writing. In addition, Students practiced several comprehension skills; they were exposed to a variety of questions assessing their understanding; their ability to identify text purpose; their ability to infer information; and their ability to use context clues. Also, students explored proverbs, idioms and figurative expressions and used them in writing.

In the language usage, students learned about using compound and complex sentences in a written context. They learned how to vary their sentence openers and how to use a wide range of punctuation marks in their writing

Students were able to identify main and subordinate clauses and demonstrate how changing the order of the clauses subtly changes the meaning of a sentence. Also, they learnt how to punctuate complex and compound sentences. They explored the impact of a sentence by changing the connective in the sentence and extend understanding of shades of meaning to connectives. e.g. *however, therefore, although*. Moreover, students recognised that certain connectives are associated with different text types and use them to structure the text.

Students used the language and structural convention of whichever genre or text type they are writing and used their reading knowledge of text genre as models for their own writing. Students' writing skills were enhanced as they learned several writing techniques. They covered four different writing genres of non-fiction writing: biographies, autobiographies, explanatory and instruction. The process of learning the writing technique of each genre included identifying features through models; recognizing linguistic features and their purpose; answering comprehension questions related to the genre; researching information serving the writing; writing a first draft followed by a detailed feedback; and finally, a second, improved draft.

# LITERATURE

The novel of study, *Frankenstein*, is an exemplary model of science fiction writing, written by Mary Shelley -one of the greatest Romantic novelists. Through the novel, students were introduced to the Romanticism as a cultural movement that had a significant impact on literature, art and music in Europe. They covered the first 2 chapters in the novel.

They identified elements of Romanticism in their novel and explored the effect of The Romantic movement as a reaction against the Age of Reason. Moreover, They related the effect of The Industrial Revolution to the developments of the events of the novel. In addition, they recognized the different themes tackled in the novel: loneliness and alienation ; search for the unknown; hunger for Knowledge; and blinded ambition. They analyzed; and compared and contrasted the characters. Also, they provided evidence for inference questions.

Studying poetry, students explored the elements of Romantic poetry through the work of William Wordsworth. Students identified the Romantic elements in Wordsworth's poem "I wandered Lonely as a Cloud"

Students recognized the figurative language and literary devices used in poems to identify the themes, mood and tone of the poems, through a variety of activities. Also, students evaluated the poet's use of imagery; figurative language; form and structure of the poem "Sketch" to explore the main theme and purpose.

In addition to their anchor novel *Frankenstein*, students were exposed to several literary extracts (whether in a written form or short movies) through which they learned a variety of skills: identifying the literary devices used and evaluating their effect on the reader; connecting the main themes to their own lives or other literary works; analyzing character traits and providing evidence to support their opinions.

# GLOBAL PERSPECTIVE

Students explored the Tudor's era; they learned about the kind of education students received at that time. They read about the entertainment at Tudors times.

They also read about the Age of Exploration & how it added to us nowadays. They learned about the truth of William Shakespeare's writings. Certain skills were also developed and practiced in class through projects and activities such as defining, describing, comparing and criticizing.

Students used life processes to identify living things. They knew and described life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction. At the end of the lesson they were able to describe and differentiate between living and non-living things using knowledge of life processes.

Students identified the organs and functions of the human respiratory, digestive, excretory, nervous and circulatory systems. They were able to name the major organs of body systems and describe their functions. They compared human bones and skeletons with those of other animals. They learned about the safe use of medicines and explained the role of drugs as medicines.

Students investigated the effect of exercise and adequate, varied diet needed to keep healthy. Students learnt about the negative effects of eating too many fatty and sweet foods and how to keep their teeth healthy.

Students classified materials changes as reversible or irreversible. They investigated several techniques to separate mixtures based on the properties of the mixed substances.

Students built on their previous learning about light and dark. They discovered that surfaces and mirrors reflect beams/rays of light. They understood that we see as light from a source or reflected from an object enters our eyes. They explored why a beam of light changes direction when it is reflected from a surface.

Students understood more about how shadows are formed and observed that shadows are formed when light travelling from a source is blocked. They compared between opaque and transparent materials. They investigated how the size of a shadow is affected by the position of the object and observed that shadows change in length and position throughout the day.

## ARABIC

في مجال القواعد النحوية يتمكن الطالب من التعرف على نواسخ الجملة الاسمية وبعض مكملات الجمل. و كذلك التمييز بين أنواع الخبر المختلفة. و ايضا القدرة على تحويل الجمل وأنواع الخبر فيها. في مجال التعبير و الكتابة يتمكن الطالب من التعرف على كيفية استخراج العناصر و أنواع المقدمة والخاتمة و ايضا كتابة موضوعات تعبير متنوعة بين الوصف والمقال والقصة و كذلك التعرف على قواعد كتابة اللافتة والبرقية والإعلان والتلخيص بالاختصار والحذف. نقد موضوع تعبير متكاملأ مستخرجا أوجه النقد في مجال الاستماع و التحدث يتمكن الطالب من التعرف على كيفية استخراج المعلومات والربط بينها والبناء عليها من خلال المقاطع المرئية والأفلام المسجلة والحوارات والنقاشات والقدرة على إدارة حلقات النقاش والمناظرات بلغة عربية سليمة

# MATH

Students acquired different mathematical skills. First, in regards to large numbers, they learned how to read, write and count large numbers till one million. They explored all about comparing and ordering numbers as well as rounding numbers. Students were introduced to multiplication and division by 10,100,1000 as well as long multiplication, long and short division. They worked with sequence of numbers, representing numbers and decimal on a number line. Working more with numbers, they explored the concepts of doubling and halving, divisibility rules and finally the order of mathematical operations.

Students studied all about fractions; they learned how to identify fractions, and how to find equivalent fractions. They acquired the skills of comparing and ordering fractions as well as converting from improper fractions to a mixed number and the opposite. They worked on the concept of fraction of a quantity as well as fractions and division.

In the unit on decimal numbers, students were able to identify place value and value of decimal numbers. They compared and ordered decimals as well as rounding them. They learned how to multiply and divide decimal 10,100,1000. Finally we worked on the relation between fractions and decimal. Working on percentages, students were able to calculate Percentages, find percentage of a given number. They worked on word problems of percentages /Relation between fractions, percentages and decimal

# SECOND LANGUAGES

In French classes, students learned how to write sentences in the negative form, to change declarative sentences into exclamatory ones and to apply the conjugation rules of the 1st group of verbs on the reflexive verbs and rewrite them in sentences in the present tense.

Students practised reading their story: "Henri et la tombe égyptienne" and they were encouraged to find the meaning of new vocabulary words then use them in different contexts.

They enhanced their writing skills using new vocabulary acquired in their study book: Adomania 1 in several topics; they wrote about their musical taste and preferences, and they made detailed descriptions of different persons, describing both physical appearances and character traits as well as their nationalities, origins and the different languages they use in their daily life.

Students practiced several comprehension skills; they learned how to understand an advertisement “Affiche publicitaire”; how to identify its main characteristics; and find different information to answer comprehension questions. Through activities, they applied their knowledge and designed advertisements about different items.

In the German classes, students were introduced to the German culture and the daily life in Germany. In term 1, they had their Fit 1 exam at Goethe institute. Therefore we covered the topics required to sit for the exam .

They learned how to talk about their family, friends and pets. They were able to talk about their hobbies and describe how they spend their free time. They learned to describe their school and class. They were able to talk about the media. Then they expanded their vocabulary repertoires related to the topics of eating, drinking and shopping in the different kinds of shops. They categorized the different types of shops and what we buy in each shop, food, drinks and alike. They also acquired the new vocab to describe their apartment and their environment.

Students practiced several comprehension skills; they were exposed to a variety of questions assessing their understanding; for ex. Advertisings and descriptions.

Students’ writing skills were enhanced as they learned how to write an e-mail to a friend abroad.

Students were exposed to authentic situations, topics and texts which helped develop their listening skills. They were required to answer listening based task sheets to ensure their understanding of what they read. They learned how to form W-questions and yes and no questions and how to form orders using the imparativ form of the verbs.

Students practised reading their story book: “Rumpelstilzchen ” and they were encouraged to find the meaning of new vocabulary words then use them in different contexts.

In Spanish classes, students studied how to talk about their daily routine and activities they do in their leisure time. They used the vocabulary acquired to talk about their vacations and how they enjoyed their stay in other countries. They learned all the needed grammar lessons to help them perform this task , such as verb “go to , stop, go back , start”.

# ARABIC SOCIAL STUDIES

- في الوحدة الأولى ناقش الطلاب معنى البيئة والفرق بين البيئات المختلفة وتوزيعها وخصائصها قاموا بمشاهدة العديد من الصور التي توضح الفرق بين أنواع البيئات واستطاعوا التفريق بينها وقاموا بتحديد أسباب تنوعها وأهمية كل بيئة للبيئات الأخرى. قام الطلاب بتحديد أهم أنواع المياه العذبة في مصر وتقسيم أنواع الزراعة حسب كل نوع وقام الطلاب بتحديد محافظات مصر على الخريطة وتقسيمها إلى محافظات الوادي والدلتا، تعلم الطلاب الفرق بين التربة والقنطرة والسد و قاموا بتوزيعها على خريطة مصر مع تحديد أهمية كل منها. قام الطلاب بالتنبؤ بأهم المشكلات التي تواجه البيئة الزراعية وأسبابها وناقشوا أهم الحلول لتلك المشكلات . قارن الطلاب بين توزيع السكان بين الوادي والدلتا وأسباب ذلك كما قارنوا بين العادات الإيجابية والسلبية لسكان البيئة الزراعية . في ختام الوحدة الأولى تعلم الطلاب أهم الأنشطة الاقتصادية في البيئة الزراعية•
- في الوحدة الثانية تعلم الطلاب معنى البيئة الصناعية ومعنى الصناعة وقاموا بتحديد عوامل قيام الصناعة (الطبيعية والبشرية) قام الطلاب بعمل مقارنة بين عادات وتقاليد السكان في البيئة الزراعية والبيئة الصناعية . في ختام الوحدة تم تقسيم الطلاب إلى مجموعات وقاموا بعمل نشاط حيث قاموا بتقسيم المواد الخام إلى أنواعها المختلفة وتحديد أهم الصناعات التي تعتمد على كل نوع
- في الوحدة الثالثة عرف الطلاب نشأة الدولة العثمانية وعلاقتها بدولة المماليك في مصر كما عرف الطلاب أسباب ازدهار ثم انهيار دولة المماليك في مصر ثم بعد ذلك عرف الطلاب أسباب الحملة الفرنسية وتوقعوا أسبابها وتم تحديد خط سير الحملة على الخريطة وأهم المعارك التي تمت ونتائجها . عرف الطلاب الكثير من المعلومات عن بعض الشخصيات التاريخية مثل محمد كريم وعمر مكرم وجهودهم في مقاومة الحملة الفرنسية. شاهد الطلاب مقاطع فيديو عن أحوال مصر تحت الاحتلال الفرنسي وأحداث ثورة المهرة الأولى و في ختام الوحدة قام الطلاب بتحديد أهم نتائج الحملة الفرنسية على مصر

## ICT

This term students learned how to be filmmakers by using Corel Video Studio X10 features as they turned normal photos into movies with the fun and easy video editor that transforms photos and videos into productions. They played with drag-and-drop effects, stunning titles, and smooth transitions, and easily make quick edits and customize motions and adding filters and animations. They experimented with speed, create split screen videos and split audio from videos, add custom motions. Students also compared between the different views of the video editor which are the timeline with its 5 tracks and storyboard views.

They learnt how to be little engineers by using a 3D modeling application that allowed them to create and edit 2D and 3D models with a patented "Push and Pull" method. The Push and Pull tool allowed little designers to extrude any flat surface into 3D shapes. Students were able to design a colorful "Doghouse" with stunning materials and colors, and with the help of the rich "Extension Warehouse, they sketched a more advanced "Double House" with a wide range use of magnificent "Follow me" tool. It was really challenging to work on the roof and the podium of the house by using the "Offset" tool. Finally, they were able to create 3D shapes on their own so they created funny donuts, nuts, 3D polygons.

# ART

Students explored the emphasis in artwork as they drew a figure with an outline then drew the silhouette in positive and negative. They were able to identify the characteristics of lines by using them in creating a drawing using felt tip pens. They drew and completed figures through the observation of models, and they created a craft work using colored papers. To recognize the characteristics of Pop art, students created a drawing inspired by the Modern artist “Andy Warhol”. To identify colors in Artwork, they produced a tape resist painting by mixing acrylic colors. Finally, we wrapped the term by creating a mural including drawings of the most important events that happened in Egypt in the past decade to welcome a new decade.

# PHYSICAL EDUCATION

## Handball for Boys:

Students practiced several skills including:

- a. Catching and receiving the ball
- b. Dribbling, allowing moving on the field
- c. Passing, as the basic skill allowing all attack actions (a flat not too fast trajectory at chest level)
- d. Moving and pushing the ball firmly down and forward

## Football for Girls:

Students practiced several skills including:

- a. Passing, one of the most fundamental skill in soccer
- b. Dribbling, the primary method of moving the ball up the field
- c. Receiving a ball, the second most important thing in soccer ,after passing the ball.
- d. Goalkeeping, the last line of defense in charge of doing whatever possible to keep the ball out of the net