

## Curriculum Map

Year: 6 Teachers: Mr Aaron, Mrs Merle, Mr Rohan, Mr Scott, Ms Shabena

<b>Organising theme:</b>	How the world works
<b>Unit:</b>	City Limits
<b>Duration:</b>	29.01 .2012 – 01.03..2012
<b>Central Idea:</b>	A city evolves to meet the changing needs of its citizens.
<b>Inquiry into:</b>	<ul style="list-style-type: none"> <li>• what is a city.</li> <li>• how a city meets the needs of its citizens.</li> <li>• how have cities changed over time.</li> <li>• how we are connected to cities.</li> </ul>
<b>Disciplines:</b>	Language, Mathematics, Art

<p><b>Learner Profile:</b> Thinkers, Well-Balanced. Inquirers, Knowledgeable</p>	<p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Change</li> </ul>
<p><b>Key Concepts:</b> Connection, Responsibility, Change</p> <p><b>Related concepts:</b> Structure, Sustainability, Transformation, Adaptation, Evolution</p>	<p><b>Key Skills:</b> Thinking, Social</p>

<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Movement:: Encompassing dance, gymnastics and movement to music</li> </ul>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Designing skylines in connection to the City Limits Unit</li> </ul>
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**Excursion dates: February 13<sup>th</sup>, 2012 – Trip around Doha**

<p><b>Language:</b> <b>Skills within the unit</b></p>	<p><b>Oral Communication:</b> *Relaying instructions, Questioning, Speaking clearly</p> <p><b>Written Communication:</b> <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Shared reading – Egyptian/Greek Readers (cooperative learning)</li> <li>• Guided reading – Oxford Reading / Scholastic</li> <li>• SRA – Reading Laboratory</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Formal letter writing</li> <li>• Informal letter writing</li> </ul> <p><b>Visual Communication:</b></p> <ul style="list-style-type: none"> <li>• Research skills, use of computer and software in classroom. Creation of their own labelled cities.</li> </ul>
<p><b>Language:</b> <b>Skills stand alone</b></p>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• *Unit and math vocabulary words</li> <li>• Spelling strategies</li> <li>• High frequency words and new vocabulary</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Homophones &amp; prepositions</li> <li>• Revision of adjectives, nouns and verbs</li> </ul>
<p><b>Math:</b> <b>Skills within the unit</b></p>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• Fractions – equivalence, simplest form, improper and mixed numbers</li> <li>• Division and fractions</li> <li>• Factors of numbers</li> <li>• Odd and even numbers</li> <li>• 1/10's &amp; 1/100's</li> <li>• Understanding percentages the number of the parts of every 100.</li> <li>• Finding simple percentages</li> <li>• Using ratio and proportion to describe the relationship between quantities.</li> <li>•</li> </ul>
<p><b>Math:</b> <b>Skills stand alone</b></p>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>*Times Tables</li> <li>*Word problems</li> <li>*Vocabulary</li> </ul>