



Haileybury Malta

Year 5 and 6 Curriculum

Introduction

These are very important years with the pupils experiencing a broader curriculum. The expectations are higher, not just in terms of academic progress, but also in taking responsibility for oneself and behaving in a more mature manner.

The children will be supported in their academic work and pastoral growth by a form teacher, monitoring their progress and acting as appropriate with any issues which arise over the course of a term.

Autumn Term – there will be a Parents' Briefing and a Parents' Interview evening. You will receive two sets of Assessments and one set of exam results.

Spring Term – there will be a Parents' Interview Evening and you will receive one set of Assessments.

Summer Term – you will receive one set of Assessments, one set of exam results and a full End of Term Report on all subjects.

Homework

The pupils in Years 5 and 6 have a very full and busy school day so the setting of homework will be kept to a reasonable level, taking no longer than thirty minutes. Conflict over homework at home is counter-productive, and is generally used to extend or reinforce the work covered in class. Sometimes, your child will be asked to read something new in order to be ready to discuss it in the next lesson. When homework is set the children record it in their diaries, making a note of what they have to do and when the work is due to be handed in. Each child is responsible for handing their homework in to the appropriate teacher upon completion. If your child has experienced any particular difficulty with their homework, please communicate this to us through the diary. Alongside set homework, it remains important for your child to read as much as possible.

'Homework' is a misnomer – pupils may complete it after school in Homework Club.

Equipment

We would like each child to bring to school the following items, which should be named.

- iPad (specs to follow in later correspondence)
- One pencil case containing: HB pencils, an eraser, a sharpener and a set of colouring pencils (felt-tips are optional)
- A fountain pen or rollerball pen (no biros)
- A glue stick
- A pair of scissors
- A standard length ruler (30 cm)
- A named calculator (A scientific calculator is required for Year 6).
- A protractor

We request that children only bring in one suitably sized pencil case so that their desk is kept as clear as possible for working on and bags don't become too heavy.

Languages

Pupils in the Prep School will have the opportunity to learn Maltese and Spanish.

Learning Support

Haileybury is a non-selective school, and we welcome children who may require some additional support. We believe that the strengths of every child should be celebrated, and it is understood that some may require specific tools or learning interventions at different stages of their journey through the school to achieve their best. The Learning Support staff work closely with both class teachers and parents. Please contact the Head of Learning Support and SENDCo, should you have any queries regarding learning support.

English

All pupils will need to focus on two principal objectives: they will need to become colourful writers and critical readers. In today's society, discernment and eloquence are valuable commodities and it is important that the children feel confident in expressing themselves in the written and spoken word.

Throughout the year, the pupils will be encouraged to sharpen their speaking and listening skills in a range of contexts and tasks including debates, role plays, presentations, recitals and discussions.

All pupils will study a number of set texts in class and will also be given excerpts from a wide range of genres including short stories, poetry, journals, diaries, reports and speeches. Their reading skills will be continually monitored in comprehension exercises and discussions. The children will be asked to complete many creative writing assignments as they develop their use and appreciation of figurative language. To gain high marks in examinations and, more importantly, to grow into effective writers, the pupils will learn to make use of colourful, engaging description and characterisation in compositions. Reading comprehension will be practised throughout the year.

Mathematics

We use the Galore Park Maths text books, which take mathematical learning far beyond the National Curriculum. The aim of this book is to give pupils a good grounding in Maths which will equip them for the IGCSE. Together with additional resources, this scheme provides ample coverage of the Year 6 syllabus, with plenty of material to extend and/or support pupils.

Topics in Year 5 and Year 6 do broadly overlap but are taken to a greater depth in Year 6.

- Place value, ordering and rounding
- Length, capacity and mass
- Basic properties of number and number sequences
- Time (measurement and problems)
- The four operations: addition, subtraction, multiplication and division
- Coordinates
- Organising and interpreting data

- Rapid recall of multiplication and division facts including times tables up to 12
- Shape and space (2D and 3D)
- Angles and bearings
- Mental calculation strategies
- Transformations: reflections, translations and rotations
- Roman numerals
- Fractions, decimals and percentages
- Symmetry
- Ratio and proportion
- Area and Perimeter
- Probability
- Imperial and metric measurements
- Coordinates in four quadrants
- Properties of a circle, finding area and circumference

During Year 6, the pupils are continually, but informally, assessed and tested. Pupils are encouraged to:

- Apply their knowledge of mathematics in real life concepts
- Make decisions and solve problems
- Ask and respond to questions using the correct mathematical language
- Develop thinking skills
- Develop practical skills

Maths homework will be set weekly. If parents would like to help at home, regular tables practice, and simple mental arithmetic tests would be of great value. In addition, some children are less confident dealing with time (12/24 hour clock and calculating elapsed time) and metric measurement. Anything parents can do to practise these topics will be of great help to the children.

Science

Year 5

Science involves learning about the world around us. Children will be encouraged to develop their natural curiosity and sense of wonder as they study each topic. They will learn via a range of methods including discussion, practical activities and research, as well as being guided through the process of creating a more formal scientific report.

Autumn

- The Circulatory System
- States of Matter / Gases in the air

Spring

- Reversible and non-reversible changes
- The Solar System
- Light and shadows

Summer

- Life Cycles / Plant biology
- Introduction to Cells and Tissues

Year 6

There will be a healthy mix of written and practical work, where the children will learn skills as well as facts and concepts. We consider that the children get a substantial amount of Science input within their timetable and so may not receive Science homework every week. There may be occasional homework assignments for finishing work, consolidating concepts or researching for information.

Physics

- Forces: magnets, gravity, air resistance, friction, floating & upthrust
- Electricity: simple and extended circuits, parallel and series

Chemistry

- Chemical reactions: reversible and irreversible
- Properties of materials including metals
- States of matter
- Mixtures: making (e.g. dissolving) and separating (e.g. filtering)
- Heat: temperature, insulation and conduction, burning

Biology

- Micro-organisms
- Life Processes (humans): Growth, Reproduction, Health, Circulation, Movement, Nutrition
- Feeding relationships: food chains and webs
- Adaptation and evolution
- Variation and Classification, Keys
- Green Plants: Structure and function, reproduction, growth, nutrition, seeds and germination
- Habitat studies: field work on site and/or in local area

Information and Communication Technology (ICT)

Pupils in Years 5 and 6 will undertake a course which follows the National Curriculum for Computing which includes Computer Science, Information Technology and Digital Literacy. The skills and knowledge developed in the course introduce certain fundamental principles of the subject and build on those gained lower down the school. All pupils from Year 5 upwards must have an iPad as part of their school kit list (further details to follow).

The units of study are designed to be informative, motivational and above all fun. They will help to foster independence, resilience and a desire to succeed, building confidence, through the development of skills and understanding, in a subject area which has a huge impact on our day-to-day world. The embedded problem solving and ICT content will also be of benefit to pupils from a cross-curricular point of view, and of course, become invaluable skills for life.

Geography

Year 5 pupils will begin with learning the more practical skills and location knowledge needed for Geography, these will then be practiced throughout all other units of learning. After learning the world locations, we will link this knowledge to climatic conditions which give rise to distinctive biomes across the globe, giving particular time and attention to our rainforests. After learning about the wettest place on our planet we will focus in on the water cycle and how it leads to extensive river networks with beautiful features and hazardous events.

In Year 6, pupils will begin studying the geology of the UK, looking at how this has shaped both landscape and land use in our country. They will then study how we measure development and development variation around the globe, including how this impacts patterns of employment.

They will finish the year studying weather hazards and places which experience extreme weather.

History

In Year 5 we study three major topics. They aim to offer a wide variety of content to promote enjoyment and curiosity about our past.

- Tudor Life and Tudor Exploration
- The Aztecs
- World War II

In Year 6 we study the Middle Ages. The main areas for exploration are:

- The Norman Conquest and the results of the Conquest upon:
 - our landscape
 - our society
 - our language (e.g. castles, cathedrals, the Feudal System)
- Medieval England – food, health and sanitation, crime and punishment, the Guilds
- The significance of the Church and the Crusades
- Significant people and events, e.g. Henry II and Becket, John and the Magna Carta, the Domesday Book as well as the Black Death
- Key battles, e.g. Hastings and Agincourt

Key Skills

- Further development of listening, reasoning, contributing and recording skills
- The learning of key dates and key spellings (e.g. 1066, 1485, feudal, medieval)
- The evaluation of evidence provided by primary and secondary sources (e.g. Bayeux Tapestry)
- Essay writing
- Chronological understanding

TPR (Theology, Philosophy and Religion)

Pupils in Year 5 begin the year studying well known Bible stories from the book of Exodus and are encouraged to think about the implications of events and messages. Throughout the year children will be introduced to philosophical moral issues and will have plenty of opportunity to discuss opinions and ideas.

- Judaism and its beginnings
- Jewish beliefs and Practices
- Buddhism

In Year 6, pupils cover a range of topics which encompass elements of world religion, worship and key religious events in the calendar. Consideration is given to let students appreciate the multi-faceted nature of religion today and encourage tolerance and acceptance in our multi-cultural society. The course is designed to complement other subjects such as History and English, so that learning can build on more holistic elements of pupils' academic development. It will include an introduction to philosophy and essay writing.

The topic outline for this year will include:

- Community and belonging
- Rites of passage
- Holy books
- Islam
- Sikhism

The Arts

Music, Drama and Art are timetabled curriculum subjects and are just as important as the core subjects. Pupils are encouraged to explore their talents in these areas.

We encourage the children to explore various acting techniques and themes through their devised and scripted group work. Our aim is to promote their personal, social and cultural awareness through a creative atmosphere. Pupils are encouraged to explore emotions and characterisation through improvisation and scripted text.

An integral part of music lessons is the practical involvement of pupils regardless of their apparent ability and whether they play an instrument or not - all can be successful composers and listeners and performers. The emphasis of the music lessons in Year 5 and 6 is upon practical music making and full participation. By the end of Year 6 pupils should be able to use rhythmic notation freely and be able to start to read, play and write simple melodies. They will also study music from around the world, and through composition and listening, pupils will initially analyse general musical structures to allow a deeper understanding.

Art in Years 5 and 6 enables children to develop observation and recording skills focussing on tone, texture and colour. These studies will be based on the theme of birds. They will then develop their work into 3D using a range of materials. The second project has the cross curricular theme of the Aztecs where children design their own geometric repeating pattern and print using 2 colours. They may also do a mixed media sea-life picture combining a range of art skills. In the spring we aim to get outside to draw in the school grounds, landscapes and flower studies.

Personal, Social and Health Education with Citizenship

The PSHE and RSE programme promotes thoughtful and positive thinking about the individual, their role in society and health issues relevant to the age group. It helps to give children the skills, knowledge and understanding they need to lead confident, healthy and independent lives. PSHE tackles many of the spiritual, moral, social and cultural (SMSC) issues that are part of growing up.

Citizenship involves preparing the child for life as a responsible citizen; that is, teaching 'skills for life'. PSHE underpins all the teaching, learning and playing in the School, and works hand-in-hand with the pastoral care of the whole School. It allows children to discuss themes and role-play certain situations in the safe and caring environment of the classroom, enabling them to be more confident when facing similar situations in the future. At its heart lies group work which can facilitate open attitudes towards dialogue, discussion, and consideration of multiple perspectives. It shows a respect and interest for the whole child and not just their academic ability, physical or artistic skill. Its aim is to nurture responsible, well-informed and caring individuals. Different themes will be explored in a specific lesson each week and in assemblies where appropriate. Aspects of PSHE will be covered in specific subjects where relevant - for example, 'Healthy Eating' in Science. We follow the statutory guidance for Sex and Relationship Education (RSE).

Online Learning Platform

Pupils will be using an Online Learning Platform. Your child will be given a login by the end of the first week (this will be recorded inside their diary) and teachers will show the children how to navigate the system.

Communication

Please note that teaching staff rarely have the opportunity to read or reply to email during the course of the school day as they are busy teaching your children, so do please allow a reasonable amount of time before expecting a reply. Any urgent messages should be conveyed through the school office.

We are always happy to see you regarding any worries or concerns. We prefer to feel that we are all working together and if queries are dealt with at an early stage then any issues can be kept to a minimum and both you and your children can look forward to a happy and productive year.