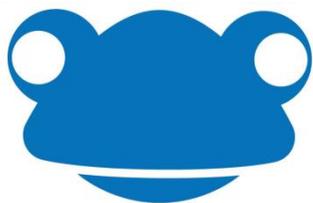


SCIENCE

Year 6 Science begins the ISEB Common Entrance syllabus.

Biology Topics	Chemistry Topics	Physics Topics
Cells and cell function; Green plants as organisms; Variation, classification and inheritance;	Classifying materials; Changing materials; Patterns of behaviour	Electricity and Electromagnets; Forces; Light and Sound



Click on the FROG

All coursework and homework will be posted on [FROG](#)

This resource acts as a backup for any lost sheets, or for pupils who have been absent during lessons.

CE syllabus (for boys sitting CE in June 2018) can be found [here](#)

MATHS

The **Year 6** Mathematics course is necessarily more demanding than that of Year 5. Whilst the emphasis in the early years at St. Anthony's is on mastery and use of basic number, Years 6 to 8 concentrate on formal arithmetic, algebra and geometry, with the emphasis shifting to the use and application of maths.

Pupils need to develop the ability to set out their working clearly so that it may easily be understood by a third party. Different destination schools test the same content in varying ways. To give our pupils experience of that breadth, we often use questions from past papers set by other schools.

Number Topics	Shape, Space , Measures	Handling Data
<ul style="list-style-type: none"> • Whole number arithmetic; • Decimal arithmetic; • Order of operations; • Directed numbers; • Fractions; • Percentages; • Estimation; • Proportion; • Number work; • Ratio and proportion. 	<ul style="list-style-type: none"> • Angles; • Transformations; • Perimeter, Area & Volume; • Metric & Imperial measures; • Words associated with circles. 	<ul style="list-style-type: none"> • Tally and frequency tables; • Bar/frequency charts; • Line graphs; • Scatter graphs; • Pie charts; • Measures of data; • Probability.

Useful resources:

<http://www.mathsonline.org/>

<http://www.coolmath.com/>

<http://www.bbc.co.uk/skillswise/>



ADT

Examples of previous projects in **Year 6** include:

- Designing and making the packaging for a very loud firework;
- Studying and responding to the collage work of Hannah Hoch, Kurt Schwitters and George Grosz;
- Exploring the Architecture of Frank Gehry and Daniel Libeskind through clay modelling;
- Designing and making a Hydraulic toy;
- Learning how to draw any object in the whole world!
- Manipulating photos of their work using Photoshop software.

Useful resources:

<http://www.studentartguide.com/resources/best-art-teacher-blogs>

http://www.sciencemuseum.org.uk/online_science.aspx



COMPUTER SCIENCE

Computer Science is a practical subject, where invention and resourcefulness are encouraged. Pupils are expected to apply the academic principles they have learned to the understanding of real-world systems, and to the creation of purposeful artefacts. This combination of principles, practice, and invention makes it an extraordinarily useful and an intensely creative subject, suffused with excitement, both visceral (“it works!”) and intellectual (“that is so beautiful”).

Computer Science is a discipline that seeks to understand and explore the world around us, both natural and artificial, in computational terms.

St Anthony’s boys will understand and play an active role in the digital world that surrounds them, not be passive consumers of an opaque and mysterious technology.

In **Year 6** pupils will design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems, understand several key algorithms that reflect computational thinking, such as ones for sorting and searching; use logical reasoning to evaluate the performance trade-offs of using alternative algorithms to solve the same problem.

Useful resources:

Robots and computers activities from the [Oregon Museum of Science and Technology](#) (OMNI).

[Low Life Labs](#): a robotics activity from the Museum of Minnesota;

[Lego WeDo and Scratch](#) - Resources for using Scratch to control the Lego WeDo control kit (for 8-12 year olds);

[Education WeDo](#) Resources for using the Lego WeDo software

<http://stanthonysprep.org.uk/Curriculum/Computing/>



ENGLISH

The English curriculum in **Year 6** was reviewed in the light of the major changes introduced in senior school entry examinations. Literature is still central to the course and the boys will be given about eight set novels during the course of the year. The boys will be given enhanced reading lists to guide their own independent reading, and they will be set reading over the holidays. We will look at a range of poetry and they will be encouraged to write poetry.

Creative writing still remains another key aspect of the course. The boys will be encouraged to think reflectively about their writing and to develop their '*critical*' vocabulary.

Comprehension work is *intrinsically* important and *increasingly* important, given the formal nature of comprehension tests in entrance exams in Year 6 and subsequent years. Boys will practise formal comprehension exercises on a regular basis. They will also have English enrichment classes with a number of staff in addition to their normal subject teachers.

There will be formal teaching and testing of punctuation and pupils will try the test papers of schools such as City which have formal punctuation exercises within their entry examinations.

Useful resources:

[http://stanthonysprep.org.uk/docs/Poetry for Yr 5-6.pdf](http://stanthonysprep.org.uk/docs/Poetry_for_Yr_5-6.pdf)

<http://www.guardian.co.uk/childrens-bookssite/series/the-book-doctor>



FRENCH

There is a lot more emphasis on Grammar in **Year 6**, whilst, contemporaneously, the boys' vocabulary will be considerably widened. The aim is to provide a solid base for the Letter Writing, Comprehension and Oral skills which will be developed in Year 7.

Boys in Year 6 need to focus on vocabulary:

Tricolore Total; Units 1-10

Grammar:

- Regular Verbs (-er, -re, -ir)
- Adjectives (Regular and Irregular)
- Possessives (mon, ma ,mes etc)
- Negatives
- Comparatives
- 'Avoir' Expressions
- Reflexive Verbs
- Some Irregular Verbs

Useful resources:

<http://www.quia.com/shared/French>

<http://bbc.co.uk/languages/french>

<http://bbc.co.uk/schools/gcsebitesize/french>

<http://verb2verbe.com/francais/default.aspx>

<http://www.languagesonline.org.uk>



GEOGRAPHY

The programme of study for **Year 6** Geography is designed to bring the real world into the classroom as much as possible by investigating a range of topics and issues drawn from the following: Weather and Climate; Settlement; Coasts and The Home Region.

The boys are encouraged to investigate current issues relating to the topics by regularly reading the broadsheet newspapers and following the news on television and radio. Parents can actively encourage their children to follow current events. The boys are encouraged to bring relevant materials into school to form part of a display on a topic of study or to stimulate further class discussion. Video clips, images, animations and recent newspaper articles are frequently used to give the subject as much relevance to their lives as possible.

The boys will also be involved in a field studies investigation of the local area to identify function and land use, and to attempt to place Hampstead within the functional hierarchy of London.

Useful resources:

<http://www.bbc.co.uk/schools/whatisweather/>

<http://www.bbc.co.uk/schools/riversandcoasts/>

<http://www.sheppardsoftware.com/Geography.htm>

<http://mapzone.ordnancesurvey.co.uk/mapzone/>



HISTORY

The programme of study for **Year 6** is designed to inspire the boys to think actively about history, with a view to enhancing their understanding of the present. The boys continue to study the Middle Ages, beginning with the reign of King John. By the end of Year 6, they will be in a strong position to start looking at material for Common Entrance, which begins with the *War of the Roses*.

The aim is to treat both the learning of facts and the acquiring of skills as vital. The past has to be pieced together rather like working on a jigsaw puzzle. As the boys watch the jigsaw take shape, it is explained that some of the pieces are more reliable or useful than others. The boys are also made aware that by no means are all the pieces available to historians. The past is presented as a tantalizingly incomplete picture, which can be looked at in a variety of different ways.

The boys are introduced to a variety of different types of sources, both primary and secondary. The boys are encouraged not only to make judgements from the data presented but also to express their own feelings and values. The important historical skills of comprehension, interpretation of author attitude, cross-referencing, interpretation and integration of knowledge and evidence to argue a case, will be developed and assessed.

CE syllabus can be found [here](#)

Useful resources:

http://www.bbc.co.uk/history/british/middle_ages/

<http://www.horriblehistoriesworld.co.uk/ParentsAccount/Register>

<http://www.museumoflondon.org.uk/>



RELIGIOUS EDUCATION

This subject begins with an overview of Christianity, and an investigation of the differences and similarities between Roman Catholics and other Christian denominations. The boys then learn about the life of Jesus, focusing on his own background and teachings and the influence he had on society during his lifetime. The foundations of the Catholic Church are studied, and students begin to consider what it means to be a member of the Catholic family today. The work of the apostles is compared with modern day missionaries and charity workers.

Throughout the year, students will consider not only the Catholic perspective on issues, but also those of other faiths. In Term 2, they will undertake a research task which investigates the history, symbols, prophets and messages of a number of 'World Religions'. The boys will also study Hinduism for half a term.

Useful resources:

<http://stanthonysprep.org.uk/Curriculum/Religious-Education/>



DRAMA

Drama at St Anthony's is primarily concerned with the development of pupils' imagination, self-confidence and self-esteem. Alongside this students will develop a number of key Drama Skills. Throughout **Year 6**, the work is predominantly focused on the exploration of many different character types, through the practical use of **body language**, **facial expressions** and **movement**.

Christmas Term - Treasure Island

In the opening term we will be exploring Robert Louis Stevenson swashbuckling timeless classic tale of buccaneers and buried gold. The boys will begin by exploring the genre, main character and basic plot. As the lessons progress they will be creating their own original pirates, who will form part of Long John Silver's new crew.

Following the original plot the story the new pirate crews will be taken to Treasure Island where they will need to solve a number of problems in order to escape the Island with the treasure. However their nemesis, Jim Hawkins, will always seem to be one step ahead. Using their imagination, role-play and a number of dramatic devices the boys will be fully immersed into the world of pirates.

Lent Term – Lord of The Rings

In the spring term the boys will journey to Middle-Earth to explore J.R.R Tolkien's epic fantasy Lord of the Rings. They will begin by examining the different races that inhabit the world and playing them in various scenarios. As the story unfolds the boys will need to use the various skills of each member of the fellowship to solve puzzles and escape the imminent dangers that face them. There will be much more of a focus on body language, voice and movement in this term. Students will be asked to play many different characters and create clear distinctions between each of them. This means we will stand up and represent the characters and speak some of the lines – with plenty of opportunities for wearing crowns and wielding swords!

Summer Term – Greek Mythology

In the Summer Term we will consolidate our teaching and learning of character types. The boys will learn the plot and the characters of a Greek mythological tale. They will begin to understand the complexity of the characters, their points of view, their behaviour and the issues and dilemmas they face. Through this process, they will develop an understanding of the themes of the play, for example: betrayal, revenge, magic, love, deception, and time. The boys will create short performances that depict the stories and characters that they have been learning about. Working on these in class, the boys will begin to understand the process and the value of rehearsal as the plays develop and start to come together. These will be performed at the end of the term.

ARTS CAROUSEL 2015-16

	MICHAELMAS TERM	LENT TERM	SUMMER TERM
YEAR 8 DRAMA	WW2 Evacuees Tribute installation	<i>Shakespearean Plays</i>	<i>Writing and Making Film</i>
YEAR 8 ART / DT		<i>Six machine project</i>	<i>Small projects</i>
YEAR 8 MUSIC		<i>Audacity / part singing</i>	<i>Multi-tracking projects</i>

YEAR 7 DRAMA	<i>The Musketeers</i>	The Lord of the Flies Project showcase performance	<i>Devising Comedy</i>
YEAR 7 ART / DT	<i>Clocks</i>		<i>Small projects</i>
YEAR 7 MUSIC	<i>Bentley tests / Keyboard Skills</i>		<i>Performance Celebration</i>

YEAR 6 DRAMA	<i>Treasure Island</i>	<i>The Lord of the Rings</i>	Greek Mythology Project showcase performance
YEAR 6 ART / DT	<i>Saatchi competition</i>	<i>Fourth Plinth competition</i>	
YEAR 6 MUSIC	<i>Bentley tests / Composing on Sibelius</i>	<i>Audacity / Keyboard skills</i>	