

Grade 6 curriculum offer (<i>subject to change</i>)				
Art	Drama	English	Humanities (integrated)	Languages Dutch Electives Students select 2 languages French Spanish German Chinese
Maths	Music	PE	Science (Integrated)	RISS Rose
ICT	English as an Additional Language			

Topic: Art	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	The grade 6 Art curriculum empowers students to explore personal identity and the world around them through creative expression. Students engage in three innovative projects that blend traditional techniques with contemporary digital tools. Each unit emphasises creative risk-taking, cultural understanding, and reflective thinking. Project 1: Portraits as Windows to Time and Culture: Students discover how portraits communicate identity, heritage, and the stories of different eras. Through charcoal, oil pastels, collage, and digital manipulation, they experiment with artistic choices that deepen their understanding of expression and symbolism. Project 2: Inside the Insect World: Drawing inspiration from the microscopic beauty of insects, students explore mark making, tonal variation, and mixed media. They build techniques systematically before creating independent, stylised works. Project 3: Still Life Moments: Students examine the art of observation as they study shape, composition, tone, and form using graphite and monochrome shading techniques. They create studies inspired by classic still life traditions and modern interpretations. The Engagement & Interpersonal Skills (EIS) framework supports students in developing communication, collaboration, and leadership, preparing them to be confident artists and learners.		
Curriculum	Project 1: Portraits as Windows to Time and Culture	Project 2: Exploring Insects through Media and Techniques	Project 3: Real Life Still Moments
Concepts	Identity, Time and Space, Creativity, Change, Perspectives		
ASSESSMENT	Formative: Class discussion, presentations, research, Small group/pair work. Summative: end-of-unit projects		

Topic: Drama	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	Grade 6 Drama invites students to step into stories with imagination, empathy, and courage. Through improvisation, devising, physical theatre, and performance, students develop their voices, literally and figuratively, while learning what it means to collaborate creatively. In Serious Fun, students build community and explore how movement, space, and voice communicate ideas. Term Two deepens creative expression through It Was Terrifying and Haunted and Hunted, where students investigate tension, atmosphere, and soundscape design. The year concludes with The Tempest, where students explore Shakespeare's characters, themes, and performance conventions. Critical self-reflection, feedback dialogue, and the confident use of drama vocabulary are integrated throughout.		
Curriculum	Serious Fun	It Was Terrifying Haunted and Hunted	Shakespeare's The Tempest
Concepts	Creativity, Communication, Identity, Time and Space		
ASSESSMENT	Formative: group and paired performance Summative: Live performance, practical dramatisation tasks, reflections		

Topic: English	Term 1	Term 2	Term 3
Curriculum Intent / overview.	The grade 6 English curriculum cultivates confident readers, expressive writers, and critical thinkers. Students explore poetry, short fiction, drama, and the novel <i>Seedfolks</i>, learning how authors craft language to create meaning. Units focus on imagery and rhythm in poetry, narrative structure in short stories, dramatic techniques in both Greek and Shakespearean traditions, and character/community in literature and real-life texts. Students learn to annotate texts, plan analytical writing, present ideas clearly, and craft imaginative pieces that reflect growing linguistic sophistication.		
Curriculum	Words that Sing: Exploring the art of poetry	Drama Kings and Queens	That's all folks Seedfolks, growing a community

	Short Stories. Tales of Transformation		
Concepts	Communication, Connections, Perspectives, Communities		
ASSESSMENT	Formative: Text book questions, paired work, project. Summative : End of unit tests		

Topic: English as an Additional Language BEG	Term 1	Term 2	Term 3
Curriculum Intent / overview.	This course supports students new to English in building foundational communication skills. Through meaningful, real-life contexts, students develop essential vocabulary, grammar, reading, writing, listening, and speaking skills. Students practise language through creative projects, structured conversations, and collaborative tasks in a nurturing classroom environment.		
Curriculum	Introductions and Talking about the Home, there is/are	Talking about Habits and The World Around Us , present simple, imperatives	Adventures, Food and Drink, present continuous, relevant vocabulary
Concepts	Community, Connections, Identity, Time Place & Space, Relationships		
ASSESSMENT	Formative: in-class work, group work, discussions, reading, writing Summative: grammar quizzes, projects which incorporate speaking, listening and writing		

Topic: Humanities (integrated)	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Students become young historians and geographers as they investigate evidence from the past, analyse maps, organise timelines, and explore the evolution of early humans, civilisations, and belief systems. Inquiry, comparative thinking, and academic writing (PEE) are integrated throughout, supporting students in forming thoughtful, evidence-based viewpoints.		
Curriculum	Geography and History: Foundation	From Early Humans to Early Civilisations	Civilisations and World Religions
Concepts	Time and Place, Community, Connection, Identities and Relationships, Personal and Cultural Expressions,		
ASSESSMENT	- Analysing sources and graphs/maps - PEE Writing, Short Presentation, Short Essay Writing - Presentation, Long Essay Writing		

Topic: ICT	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Students build the digital fluency needed for success in a connected world. They learn to navigate devices safely, manage files, search responsibly, and understand how data flows online. Students gain confidence using productivity tools (Google and Microsoft Office) to create documents, spreadsheets, and presentations. They also develop computational thinking through logic gates, algorithms, abstraction, and Scratch programming.		

Curriculum	Digital Citizenship and File Management	Productivity Tools: Docs, Sheets, Slides, MS Word	Computational Thinking and Scratch Programming
Concepts	Thinking Skills:Critical Thinking -Evaluating the reliability of websites and online information. Social-Emotional Intelligence - Understanding respectful online communication (netiquette). Communication Skills: Exchanging Information - Writing and replying to emails clearly and respectfully. Formatting Docs, slides, using formulae in sheets. Producing organized and formal formatted Word documents. Research Skills: Learning to search the web efficiently using keywords. Comparing online sources for accuracy and relevance. Creative Thinking - Designing interactive Scratch animations and games.		
ASSESSMENT	Term 1 : Poster for Digital Citizenship and written exam Term 2 : Project on Google Docs, sheets and slides and a practical exam for Document Production (MS Word) Term 3 : Summative assessment - written exam for Computational Thinking and a Practical Project for Scratch Programming.		

Topic: Languages Dutch	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Dutch First Students deepen reading comprehension, grammar, spelling, structured writing, and literary appreciation through engaging themes and novels. Dutch Beginners Students build foundational vocabulary and phrases to navigate daily Dutch interactions, including shops, introductions, and everyday activities. Dutch Intermediate Students strengthen vocabulary, past tense structures, reading/listening comprehension, and communication through practical themes. Dutch Advanced Students explore authentic texts, extend grammar knowledge, and develop confident spoken Dutch through real-life themes. Writing tasks include reviews, manuals, and short essays.		
Topic: Language Dutch	Term 1	Term 2	Term 3
First	Wat een talent!	In vorm!	Dat vieren we!
Beginners	Kennismaken, Hoe gaat het?, Familie	Dagelijkse activiteiten, de tijd	Afspreken, eten en drinken, (gezondheid)
Intermediate	Kennismaken	Bellen en mailen	Wonen
Advanced	Bellen & Mailen	Vriendschap & vrije tijd	Uiterlijk & vakantie
Concepts	Communication, Perspective, Connections, Creativity, Culture, Global Interaction		

Topic: Languages Dutch	Term 1	Term 2	Term 3
ASSESSMENT	The students will be tested on all skills (reading, writing, speaking, listening) and on their grammar/spelling.		

Topic: Languages French	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In this innovative grade 6 French offering, pupils develop the four core language skills, listening, speaking, reading and writing, through a blended, student-centred approach that combines digital storytelling, gamified quizzes and the immersive Language Village hub. The curriculum is built around authentic, real-life contexts and explores key thematic units such as <i>la présentation</i>, <i>la famille</i>, <i>le sport</i>, <i>les animaux</i> and <i>les loisirs</i>. • Interactive practice – role-plays, collaborative projects and online language platforms give students frequent, meaningful speaking opportunities. • Cultural immersion – multimedia resources and virtual exchanges foster cultural awareness and curiosity. • Skill development – systematic phonics work, guided reading, and purposeful writing tasks scaffold accuracy and fluency. By the end of the year, each learner will be able to compose a concise paragraph of around 40 words and sustain a two-minute spoken conversation, demonstrating confidence, clarity and functional competence. This forward-thinking programme not only equips pupils with a solid linguistic foundation but also nurtures critical thinking, creativity and a lifelong enthusiasm for French.		
Curriculum	<i>la présentation</i> (introducing oneself and	<i>la famille</i> (family), <i>le sport</i>	<i>les animaux</i> (animals), and <i>les loisirs</i>

	others)	(sports),	(leisure activities).
Concepts	Communication, Relationships, Identity, Connection, Form		
ASSESSMENT	They will show their knowledge through a poster, a multiple choice quiz, a reading and writing test, and a listening test.		

Topic: Languages Spanish	Term 1	Term 2	Term 3
Curriculum Intent / overview.	At the end of the students' first year of Spanish, they will have had an introduction to basic Spanish grammar and practised the four core skills; writing, reading, speaking and listening spread over 5 units of work/cultural units. By the end of the year they will be able to introduce themselves, describe themselves and their family, pets and home and use numbers 1-100.		
Curriculum	¿Quién eres? (<i>Who are you?</i>), ¡Vamos a celebrar! (<i>We are going to celebrate!</i>)	Mi familia y mis amigos (<i>My family and my friends</i>), ¿Dónde vives? (<i>Where do you live?</i>)	Celebración de lenguas (<i>Celebration of languages</i>), Repaso de G6 (<i>Revision of G6</i>)
Concepts	Communication, Relationships, Identity,		
ASSESSMENT	They will show their knowledge through a poster, a multiple choice quiz, a reading and writing test, and a listening test.		

Topic: Languages German	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	In Grade 6, students will begin their journey into German by exploring the language's sounds, basic structures, and vocabulary with emphasis placed on developing the four core skills: listening, reading, speaking, and writing. Through songs, stories, dialogues, and short texts, students will engage with authentic materials and everyday topics such as greetings, hobbies and school. They will practise pronunciation, build simple sentences, and start writing short texts, while also reflecting on differences between German and their own language(s), thus gaining early cultural awareness.		
Curriculum	Hallo, guten Tag ! Und wer bist du?	Laura klettert gern Das machen Freunde zusammen	Simon liebt Informatik Ich brauche einen Kuli
Concepts	Communication Identities Culture Time and place		
ASSESSMENT	Both formative and summative assessments focus on all four skills (listening, reading, speaking and writing) and support students' progress through regular feedback and reflection.		

Topic: Languages Chinese	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 6 Chinese, students will develop foundational skills in listening, speaking, reading, and writing while building a basic understanding of Chinese language structures and cultural concepts. The course introduces effective study strategies for language learning and fosters confidence in using Chinese for simple communication in authentic contexts. Instructional Language • Instruction begins primarily in English to support comprehension • Gradual increase in Chinese for classroom routines, short instructions, and practice activities		

	By the end of the course, students will be able to understand and use simple Chinese in predictable classroom situations.		
Curriculum	Pinvin Basic Strokes Greetings	Numbers Family	Time Transport
Concepts	Communication, Identities, Culture, Time and place		
ASSESSMENT	Both formative and summative assessments focus on all four skills (listening, reading, speaking and writing) and support students' progress through regular feedback and reflection.		

Topic: Maths	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 6 Mathematics, students will work on building a strong foundation in number, geometry, measurement, and statistics. The year begins with number sense and operations, followed by an exploration of fractions, percentages, decimals and exponents. Geometry and measurement will cover the properties of shapes, basic transformations, unit conversion, area and perimeter, while the statistics unit will focus on interpreting, representing, and analyzing data. Inquiry – based learning, real-life and global contexts will be integrated throughout the curriculum, and the course assessments will include both written tests and project-based work.		
Curriculum	(Order of) operations - Negative numbers - Lines, angles and polygons	- Fractions, decimals and percentages - Measurements - Probability and statistics	- Fractions, decimals and percentages - Measurements - Probability and statistics
Concepts	Relationships, Aesthetics, Form, Global interaction		

ASSESSMENT	Worksheets, written tests, projects
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Music	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Year 6 Music introduces students to global musical traditions, composition, performance, and digital music tools. Students explore rhythm, melody, harmony, and ensemble performance through both classical and modern genres. They create original compositions, develop instrumental skills, and reflect on how music shapes cultural identity.		
Curriculum	Community Expression	Composition	Technology Identity
Concepts	Community, Connection, Identity, Time and Space		
ASSESSMENT	Practical assessments and end of unit assessments.		

Topic: PE	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Students build physical literacy, confidence, and teamwork through units including Foundational Movement, Skipping, Circus Skills, Gymnastics, and Outdoor Education. Creativity, resilience, and collaboration are at the heart of every lesson.		

	The EIS framework enriches relationship-building, leadership, and communication.		
Curriculum	Team building Circus	Skipping Gymnastics	Outdoor education Foundational movement skills
Concepts	Movement, Interaction, Space, Coordination, Creativity, Systems.		
ASSESSMENT	Formative: observation, peer/self-assessment, feedback using EIS criteria (communication, encouragement, leadership, self management, collaboration & positive contribution). Summative: end-of-unit skill demonstrations or performances.		

Topic Sciences (Integrated)	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Students learn how science works through hands-on inquiry. They design investigations, identify variables, write methods, and present data. Concepts from biology, chemistry, and physics are explored through engaging units. In Grade 6 Integrated Science, students develop essential scientific skills by learning how science works. They are introduced to research questions, independent, dependent, and control variables, how to write a scientific methodology, and how to present data effectively. These skills are taught through a variety of units that incorporate elements of biology, chemistry, and physics. Students will study the characteristics of living things, cells, muscles and breathing, the particle theory, elements, and space and beyond.		
Curriculum	Nature of Science	What's the matter?	Fitness

	Building blocks of life	Earth and beyond	Our material world
Concepts	Form and Change, Connection, Scientific and Technological innovation, Connections,		
ASSESSMENT	Formative: observation, peer/self-assessment, experiments, in-class quizzes Summative: end-of-unit exams, practical and lab skills assessments.		

Topic: RISS Rose	Term 1	Term 2	Term 3
Curriculum Intent / overview.	The RISSRose program has been carefully designed and developed by our experienced and passionate educators and specialists. Their expertise ensures a curriculum that is both responsive to students' needs and meaningful for their learning and well-being.		
Curriculum	RISS Robolab- Think Build and Code Speak up, Speak Out, Speak Well Dance to Express not to Impress Be well, Be healthy, Be you Explore, Discover, Create Be wild, Be Nature Echo, Echo!		
Concepts	Relationships, Connection, Form and Change, Personal and Cultural Expression		
ASSESSMENT	Collaborative projects and practical tasks		