

**ALMUNECAR INTERNATIONAL
SCHOOL**
CURRICULUM AND ASSESSMENT 2013 -14

**Primary 2
Year 6**

CURRICULUM AND ASSESSMENT AT ALMUNECAR INTERNATIONAL SCHOOL.

Every year we publish a summary of our Curriculum and Assessment plans for each class.

These are summaries of the curriculum so parents and students can see the units of study over the year and the likely formal assessment activities they will experience.

You can help your child by discussing the units of study and asking questions about their learning and understanding .

Teachers are always happy to provide information and suggestions as they approach each new unit of study .

More detailed planning is maintained by the teacher and is available to parents on request

PROGRAMACIÓN ANUAL 2013-2014

ASIGNATURA	1º TRIMESTRE	2º TRIMESTRE	3º TRIMESTRE
CONOCIMIENTO DEL MEDIO	<p>*El movimiento y la velocidad. La fuerza de la gravedad y el movimiento. Las máquinas simples.</p> <p>*El relieve de la Península. Las montañas y las depresiones. Las costas y las islas. El relieve de la Comunidad Autónoma.</p> <p>*El clima. El clima mediterráneo. Los climas oceánico, subtropical y de montaña. Los climas de la Comunidad Autónoma.</p> <p>*Los ríos. Las vertientes fluviales de España. Aguas marinas, lagos, embalses y aguas subterráneas. Las aguas de la Comunidad Autónoma.</p>	<p>*La población de España. La población y las actividades económicas. Los servicios. La población y el trabajo en la Comunidad.</p> <p>*La organización territorial de España. Las instituciones de España. Las instituciones de la Comunidad Autónoma.</p> <p>*El Paleolítico. El Neolítico. La Edad de los Metales. El territorio de la Comunidad Autónoma en la Prehistoria.</p>	<p>*Iberos, celtas y colonizadores. Hispania romana. El territorio de la Comunidad Autónoma en la Edad Antigua.</p> <p>*El comienzo de la Edad Media. El final de la Edad Media. La vida en al-Ándalus. La vida en los reinos cristianos. El territorio de la Comunidad Autónoma en la Edad Media.</p>
LENGUA	<p>*La comunicación. El lenguaje y las lenguas. El sustantivo. El adjetivo. Grados del adjetivo. Los determinantes. El artículo.</p> <p>*Los sonidos k, z y g (suave). Los sonidos j y r (fuerte). La sílaba tónica. Principios de acentuación. La tilde en diptongos e hiatos. El guión.</p> <p>*Sinonimia. Antonimia. Monosemia. Polisemia. Familia de palabras.</p> <p>*La carta personal. Escribir diálogos. La entrevista. Ordenar palabras. El cuento. Ordenar oraciones.</p> <p>*La literatura. Miguel Delibes. La literatura juvenil. Julio Verne. Los</p>	<p>*Los pronombres personales. El verbo: Raíz y desinencia. El verbo: Número y persona. El verbo: Tiempo y modo. Los tiempos verbales.</p> <p>*Signos que cierran oraciones. Palabras con h intercalada. Palabras con z o d final. Palabras con cc. La coma.</p> <p>*Palabras compuestas. Palabras simples. Prefijos. Sufijos. Aumentativos. Diminutivos.</p> <p>*El diario. Suprimir lo irrelevante. El anuncio. Ordenar la información. La noticia.</p> <p>*El poema y la rima. Lope de Vega. El</p>	<p>*La primera conjugación. La segunda conjugación. La tercera conjugación. Clases de verbos.</p> <p>*El punto y coma. Palabras con ll. Palabras terminadas en y. Los dos puntos.</p> <p>*Gentilicios. Campo semántico. Campo léxico.</p> <p>*Evitar repeticiones. El retrato. Utilizar conectores. La reclamación.</p> <p>*Principales recursos literarios: la comparación y la metáfora. Miguel Hernández. Otros recursos literarios: la personificación, la hipérbole y la repetición. Gerardo Diego.</p>

	textos literarios. Carmen Martín Gaité.	verso. Luis Cernuda. Clases de versos según su medida. Federico García Lorca.	
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Year 6		
TRIMESTRE	TEMPORALIZACIÓN	EVALUACIÓN
1º TRIMESTRE	<p><u>LENGUA</u> Unidades 1-3: septiembre/octubre. Unidades 4-6: noviembre/diciembre.</p> <p><u>CONOCIMIENTO DEL MEDIO</u> Unidades 1-2: septiembre/octubre. Unidades 3-4: noviembre/diciembre.</p>	<ul style="list-style-type: none"> *Pruebas orales y/o escritas. *Trabajo diario. *Nivel de lectura. *Faltas en los dictados. *Terminar las tareas a tiempo. *Orden, limpieza y presentación de los cuadernos. *Comprensión del trabajo. *Hacer los deberes en casa. *Trabajos extra propuestos o por iniciativa propia. *Esfuerzo. *Participación en clase. *Asistencia. *Traer el material adecuado para cada asignatura. *Comportamiento.
2º TRIMESTRE	<p><u>LENGUA</u> Unidades 7-9: enero/febrero. Unidades 10-11: marzo/abril.</p> <p><u>CONOCIMIENTO DEL MEDIO</u> Unidades 5-6: enero/febrero. Unidad 7: marzo/abril.</p>	
3º TRIMESTRE	<p><u>LENGUA</u> Unidades 12-13: abril/mayo. Unidades 14-15: mayo/junio.</p> <p><u>CONOCIMIENTO DEL MEDIO</u> Unidad 8: abril/mayo. Unidad 9: mayo/junio.</p>	

OBSERVACIONES: Esta programación podría sufrir leves variaciones en el transcurso del curso por necesidades del grupo o del centro.

YEAR 6	LONG	TERM	PLAN	2013-14		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creative Theme	<p>(Let's Go Outside)</p> <p>Thrills and Spills</p> <p>The Apprentice</p> <p>Audio Tour</p>	Africa	Archaeology – The Egyptians	Lights, Camera, Action!	Lights, Camera, Action!	It's Magic!
<p>Literacy</p> <p>Cambridge</p>	<p>Non-Fiction Unit 1B Journalistic writing: Producing a balanced newspaper / TV news report on an event in the theme park.</p> <p>Non-Fiction- Argument: Preparing a balanced argument regarding the development of a theme park on protected / environmentally valuable land.</p> <p><i>The Apprentice</i>: Children design, cost and market a product for sale within their theme park.</p>	<p>Poetry Unit 1c Poems in familiar settings The Power of Imagery: Reading and writing poetry which reflects the power and movement of water.</p> <p>Poetry Unit 2C poems by significant poets : Children's own choice to explore an issue which is meaningful to them and write poetry as a response.</p>	<p>Non-Fiction Unit 1B biography/ autobiography: Balloon Debate – take the part of an important person within the Egyptian dynasties and present their case for being elected supreme leader.</p> <p>Unit 3B Non-fiction Non chronological reports related to Ancient Egypt</p>	<p>Narrative Unit 2 A Fiction genres: Exploring the Adventure genre. To learn how a graphic novel is created, then plan, write and publish our own.</p> <p>(Based on Wallace & Gromit, works of Neil Gaiman etc.).</p>	<p>Narrative Unit 1A: Stories with familiar settings Beginning with the film short "The Piano" by Aidan Gibbons and "Pensieve" memory excerpts the Harry Potter novels, children will plan the storyline for a Bollywood musical and, in greater detail, write and perform a scene from their film.</p> <p>Revision</p>	<p>Narrative 3A Stories/poems by Significant children's Authors: Keeping a reading journal throughout the year. Children choose an author to read, research and compare to other similar authors. They then present to the class, commenting on their style etc.</p> <p>Looking at books which deal with magical issues (Works of Philip Pullman, Harry Potter, The Hobbit, Narnia, The Wizard of Oz etc.). To compare the way different authors deal with the same issue and produce a blurb for one of the books.</p>

	Formal / Impersonal writing: in groups children will develop an audio tour, initially in the school and then locally in a village setting.					
Numeracy	Maths Framework Following Cambridge Roller-coaster design	Maths Framework International Primary	Maths Framework Curriculum	Maths Framework throughout the	Maths Framework year Revision	Maths Framework of all units
Science	Electricity Forces (Environment)	Micro-organisms Environment	Chains and Webs	Light and How we see	Reversible / Irreversible changes Revision	Separating Materials Revision
History	History of fairgrounds and theme parks. Ride evolution. History of a local village.	Archaeology, pre-history and the study of where we came from (BBC – The Incredible Human Journey). Modern history study of South Africa pre and post apartheid, following the life and achievements of Nelson Mandela.	Archaeology and study of the Pharaohs and dynasties of Ancient Egypt. Sorting artefacts and using them as an historical source.	History of cinema & Hollywood.	World War I & II and their effect on the entertainment industry.	History of magic – myths & legends, folktales etc. Compare and contrast the traditional imagery of magic to the current day. (Salem Witch Trials etc.).
Geography	Environmental issues surrounding building a theme park (location,	Environmental study of water safety and shortages, food trade,	River study of the Nile past and present.	Land use and location (suitability for film making).	Contrasting location – India. Exploring the Indian culture through	Investigating terrain: which landscape would be most appropriate for

	<p>effect on local community, wildlife habitats etc.).</p> <p>Geographical study of a local village.</p>	<p>safety and shortages.</p> <p>Investigate sources of water.</p> <p>Compare and contrast with Spain.</p>	<p>How important was the Nile for the Ancient Egyptians?</p> <p>E.g. trade and industry, communication etc.</p>	<p>Location choices for different film genres.</p>	<p>the Bollywood film industry.</p> <p>Comparing and contrasting Hollywood and Bollywood.</p> <p>Reference to many <i>Spaghetti Westerns</i> being filmed in Spain (Almeria etc.).</p>	<p>use in a magical story?</p> <p>Does that landscape exist on Earth? If so, where? If not, what would it be most similar to and what characteristics would it have?</p>
D&T	<p>Fairground ride/attraction.</p> <p>Model of theme park.</p> <p>Design of product for sale in theme park (<i>The Apprentice</i>).</p>	<p>Preparing African food.</p> <p>Designing and making a Fair Trade game.</p>	<p>Design and make a Pharaoh's final resting place and the objects they would have been buried with.</p> <p>Using hieroglyphics – design and make an Egyptian cartouche.</p>	<p>Prosthetics – making fake wounds and burns.</p>	<p>Make own Oscar sculpture.</p>	<p>Designing and making a reading journal.</p>
Art	<p>Fairground art – e.g. fairground paintings by Lowry & Gorman.</p>	<p>African art: mask making, block printing,</p>	<p>Egyptian art, pottery and costume.</p>	<p>Movie posters.</p> <p>Andy Warhol – Marilyn</p>	<p>Bollywood billboard.</p>	<p>Designing and making a reading journal.</p>

	<p>Jackson Pollock drip & splash art.</p> <p>Graphics and block printing, movement montage.</p> <p>Sketching of village.</p>	flour resist artwork etc.		Monroe style artwork, using ICT to manipulate images.		Investigating, emulating and producing artwork related to magic and other realms.
Music / Drama	<p>Presenting TV news report.</p> <p>Theme Park/roller-coaster commercial.</p>	<p>Performance of poetry.</p> <p>African tribal dance and songs.</p>	Balloon Debate.	Performance of movie trailers.	Performance of scene from Bollywood musical.	Presentation of book reviews to the class.
ICT	<p>Filming of TV news report & theme park / roller-coaster commercial</p> <p><i>The Apprentice</i>: Children design, cost and market a product for sale within their theme park.</p> <p>Audio Tour.</p>	<p>Internet research.</p> <p>Making posters.</p>	Internet research.	<p>Making a Charlie Chaplin style silent film, using still photos and animation software.</p> <p>Andy Warhol, Marilyn Monroe style artwork using ICT to manipulate images.</p>	Creating a short adventure film animation (based on Nick Park style, e.g. Wallace & Gromit).	Powerpoint presentation to accompany reading journal.
PE	Games – Invasion focus	<p>Gymnastics</p> <p>African tribal dance.</p>	<p>Games – Striking and Fielding focus</p> <p>Egyptian dance.</p>	Games – Net and Wall focus	<p>Dance</p> <p>(Bollywood performance)</p>	Athletics
PSHE	New Beginnings	Getting on and Falling	Going for Goals	Good to be Me	Relationships	Changes

		out <i>Human Rights (in particular Children's Rights).</i>				
Visits	School garden. Audio Tour – Velez de Benaudalla	Museum (Málaga/Granada)	Museum (Málaga/Granada)	Oasys Park, Tabernas, Almería Casa de la Cultura	Oasys Park, Tabernas, Almería Casa de la Cultura	Nerja caves

<p>Autumn Term</p> <p>Literacy</p> <p>Numeracy</p> <p>Science</p>		<ul style="list-style-type: none"> • Cambridge – initial test • Weekly spelling/grammar/punctuation/comprehension tests • Levelled writing • Starting reading journal • Regular reading/discussion/drama – individually, in groups and as part of a whole class session <ul style="list-style-type: none"> • Cambridge – initial test • Weekly mental maths/times tables tests • Assessment of units as completed <ul style="list-style-type: none"> • Cambridge – initial test • End of unit quiz • Evaluation (self/peer/teacher) • Cambridge progress check
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<p>D&T/Art</p> <p>ICT</p>		<ul style="list-style-type: none"> • Evaluation of model of theme park (self/peer/teacher) • Evaluation of fairground ride (self/peer/teacher) • Results of <i>The Apprentice</i> challenge (panel of judges) • Evaluation of work on theme park design (self/peer/teacher) • Evaluation of work on fairground ride design (self/peer/teacher) • Evaluation of TV/Radio commercial (self/peer/teacher) • Results of <i>The Apprentice</i> challenge (panel of judges)
<p>Spring Term</p> <p>Literacy</p> <p>Numeracy</p> <p>Science</p> <p>ICT</p>		<ul style="list-style-type: none"> • Weekly spelling/grammar/punctuation/comprehension tests • Levelled writing • Review of reading journal • Regular reading/discussion/drama – individually, in groups and as part of a whole class session • Weekly mental maths/times tables tests • Assessment of units as completed • End of unit quiz • Evaluation (self/peer/teacher) • Evaluation of prosthetics (self/peer/teacher) • Evaluation of silent movie using stills (self/peer/teacher)

<p>Summer Term</p> <p>Literacy</p> <p>Numeracy</p> <p>Science</p> <p>History/Geography</p> <p>ICT</p>		<ul style="list-style-type: none"> • Weekly spelling/grammar/punctuation/comprehension tests • Levelled writing • Review of reading journal & presentation to class of findings • Regular reading/discussion/drama – individually, in groups and as part of a whole class session <ul style="list-style-type: none"> • Weekly mental maths/times tables tests <ul style="list-style-type: none"> • Assessment of units as completed • End of unit quiz • Evaluation (self/peer/teacher) <ul style="list-style-type: none"> • Performance of scene from Bollywood musical <ul style="list-style-type: none"> • Evaluation of Wallace & Gromit style animation to accompany graphic novel (self/peer/teacher) <ul style="list-style-type: none"> • Cambridge Checkpoint – Literacy, Numeracy, Science
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