



RAINBOW
INTERNATIONAL SCHOOL UGANDA

Year 6 Handbook for Academic Year 2017 - 2018

The International Primary Curriculum (IPC) in Rainbow International School covers all subjects apart from English and Mathematics. It focuses on knowledge, skills and understanding in three areas – subjects, personal goals and international mindedness.

English and Mathematics are taught using internationally best practice and is in line with the Primary Frameworks for English and Mathematics devised from the English National Curriculum.

We hope this Curriculum Outline will give you an understanding of the learning covered during the year.

We wish your child a successful and happy year!

In this, their final year of primary school at Rainbow, we aim to build on the skills, knowledge and concepts that the children have assimilated from their previous school experiences.

The learning process is often practical, providing many different opportunities to explore and consolidate a given concept. A major part of that process is repetition and consolidation. We discuss the learning with the children in terms of them Beginning, Developing or Mastering a new skill.

The children will be introduced to new activities and concepts which will require a greater concentration, problem solving and increasing independence.

Children learn in whole-class, group, paired and individual sessions. During some learning, there will be opportunities for mixed groups across the year group. Each child is encouraged to reach their potential.

Our Learning Focused School

At Rainbow International School Uganda (RISU) we talk about what the children are learning as opposed to what they are doing.

Each child is an individual and we are interested in how they progress and achieve rather than attainment. We assess children throughout the year to measure their learning; the change that occurs in their knowledge, skills and understanding as a result of the learning experiences they have.

Within RISU we are a learning focused community. Both the staff and children continually develop their learning, this in turn brings the school community together.

Teaching staff in Year 6:

Each class in the Primary section of Rainbow International School has a full time class teacher and a full time teaching assistant;

| CLASS | CLASS TEACHER | TEACHING ASSISTANT |
|--------------|---------------------------|---------------------------|
| 6JW | Mrs. Joyce Wandawa | Mr. Mark Ssekitoleko |
| 6FM | Mrs. Fiona Naggaga Musoke | Miss. Miriam Nakalamba |
| 6MS | Mr. Moses Senabulya | Mrs. Lydia Lokko |

International Mindedness

internationally minded individuals who respect and celebrate diversity.

Each IPC unit has embedded within it, across the different subjects, learning-focused activities that help children start developing a global awareness and gain an increasing sense of themselves, their community and the world around them, as well as inspiring positive action and engagement with global issues.

In addition to this, each thematic IPC unit of work includes specific tasks related to International as a subject in its own right, as well as encouraging schools to explore the unit from the perspectives of both the 'host' country (the country 'hosting the school') and 'home' country (the country which children call 'home').

Our definition of International Mindedness here at RISU is;

***International Mindedness** is the ability to respect and value the cultural and linguistic diversity of our school community, by developing an understanding through learning about, from and with each other.*



Principles of Learning

At RISU we believe learning is most effective when learners:

- invest in the value of learning
- are actively involved
- are given a safe space to rehearse
- can use the appropriate subject vocabulary or key words
- can use the language of learning and demonstrate their learning in a variety of ways
- are given the opportunity to reflect
- can transfer the new into a variety of different situations
- negotiate risk
- make meaningful choices

The Personal Goals are at the centre of the qualities we teach in the classroom, and we want our children to display to be the most successful learners possible.

Adaptability:

Know about a range of views and cultures, cope with unfamiliar situations and explore new roles, ideas and strategies.

Communication:

Use a variety of tools and technologies to aid in communication, make their meaning plain using verbal and non-verbal communication and communicate in more than one language.

Cooperation:

Work alongside and with others, understand different roles in a group and be able to adopt different roles.

Enquiry:

Ask and consider searching questions, plan and carry out investigations and collect reliable evidence

Know about the moral issues connected with their studies, respect other standpoints and develop their own standpoints.

Resilience:

Stick with a task, cope when unsuccessful and try again.

Respectfulness:

Know about the varying needs of people, living things and the environment. Show respect for people, living things and the environment.

Thoughtfulness:

Use a range of thinking skills to solve problems, consider alternative points of view, reflect on what they have learned and identify their own strengths and weaknesses.

As well as the personal goals we strive for our children to be independent, effective communicators and self confident. Children at RISU are given every opportunity to develop into creative and critical thinkers, and instill a love of learning to become life-long learners.

Knowledge, Skills and Understanding

At RISU we believe that differentiating between knowledge, skills and understanding is crucial to the development of children's learning. It is important that we all know the differences between them;

Knowledge:

The children continually increase their knowledge as it is self-contained information.

The children can express this in "I now know that"

Skills:

The children are actively developing their skills. This is a continuing development in which the children go through the stages of "Beginning, Developing and Mastering and beyond".

The children express this in "I am now able to"

Understanding:

By continually using their skills and knowledge this will lead to improved understanding. Children will be given reflection time to consolidate their understanding.

Assessment for Learning

Through Assessment for Learning, teachers are able to deepen and further children's learning rather than just measure it, and support children to become active, lifelong learners.

Through the Assessment for Learning process children will be aware of:

- Why they should learn it in the first place
- The next steps required to progress

Assessment for Learning consists of five basic elements:

- Talking Partners
- Shared learning goals
- Effective questioning
- Self and peer evaluation
- Effective feedback

In the classroom this will be seen by:

- Children sitting with their talking partners
- Learning Goals shared with children at the beginning of lessons
- Questions used to stimulate children into higher order thinking, and a variety of questioning techniques used
- The 'Steps for Success' will be used at the beginning and end of learning tasks, so that children can assess themselves or a peer against these
- All feedback is given to highlight children's achievements and provide support and suggestions for how to progress in their learning, whether this is verbally or written

Assessment overview for Year 6

| Baseline | Term 1 | Term 2 | Term 3 |
|---|--|--|--|
| <ul style="list-style-type: none"> - Maths - Reading/comprehension - Writing (non-fiction) | <ul style="list-style-type: none"> - IPC - Maths (each half term) - Writing (fiction) | <ul style="list-style-type: none"> - IPC - Maths (each half term) - Writing (non fiction) | <ul style="list-style-type: none"> - CAT4 - IPC - Maths (each half term) - Progression tests for English & maths - Reading/comprehension - Writing (fiction) |

Curriculum Subject overview

| | |
|----------------|------------------------------|
| <u>Subject</u> | <u>Upper Primary (Y3-Y6)</u> |
|----------------|------------------------------|

| | |
|---|---|
| <p><u>English</u> Two sessions of 15 mins of handwriting 1 hour of guided reading (split into smaller sessions) One session of 30 mins of spelling 4 hours English lessons</p> | <p>5 hours 15 mins</p> |
| <p><u>Mathematics</u> One session of 30 mins problem solving 4 hours 30 mins Maths lessons</p> | <p>5 hours</p> |
| <p><u>IPC</u> One session of 45 mins Personal Goal focus and/or International Mindedness focus per week</p> | <p>6 hours 30 mins (or up to 9 hours if integrated with English)</p> |
| <p><u>Computing</u> One session of 1 hour</p> | <p>1 hour</p> |
| <p><u>French</u> One session of 30 minutes One session of 1 hour</p> | <p>1 hour 30 mins</p> |
| <p><u>Library</u> 1 session of 30 minutes</p> | <p>30 mins</p> |
| <p><u>Music</u> One session of 30 minutes One session of 1 hour</p> | <p>1 hour 30 mins</p> |
| <p><u>PE</u> One session of 30 minutes One session of 1 hour</p> | <p>1 hour 30 mins</p> |
| <p><u>Swimming</u> One session of 30 minutes</p> | <p>30 mins</p> |
| <p><u>Total:</u></p> | <p>24 hours 15 mins</p> |

Regular and effective daily English and Mathematics (Maths) teaching introduces children to new learning and to new ways of learning. Children will build on and consolidate their learning through practical work, practice and the opportunity to use their learning to solve problems and puzzles. Teachers provide planned opportunities for children to develop and apply their learning in other areas of the curriculum and beyond. Linking Literacy and Mathematics to out-of-school experiences, to learning in other curricular areas and to other daily activity helps children to appreciate the role that these aspects of learning play in their everyday lives.

English (Year 5 & 6)

By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During Years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.

In Years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

| ENGLISH UNITS TAUGHT WITHIN YEAR 6 | |
|------------------------------------|--|
| Term 1 | Biographical texts (Nonfiction) Classic Fiction (Fiction) Power of Imagery (Poetry) |
| Term 2 | Power of Imagery- continued (Poetry) Persuasive texts: Balanced Arguments(Nonfiction) Stories From Other Cultures (Fiction) |
| Term 3 | Explanatory Texts (Nonfiction) Stories by a Significant Author: Kensuke's Kingdom (Fiction) Classic Poetry & Parts of a Shakespearean play (Poetry & Plays) |

Maths (Years 5 & 6)

their understanding of the number system and place value to include larger integers. This should develop the connections

that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.

With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures will consolidate and extend knowledge developed in number. Teaching will also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication

and division, and in working with fractions, decimals and percentages.

In both Years Pupils should read, spell and pronounce mathematical vocabulary correctly.

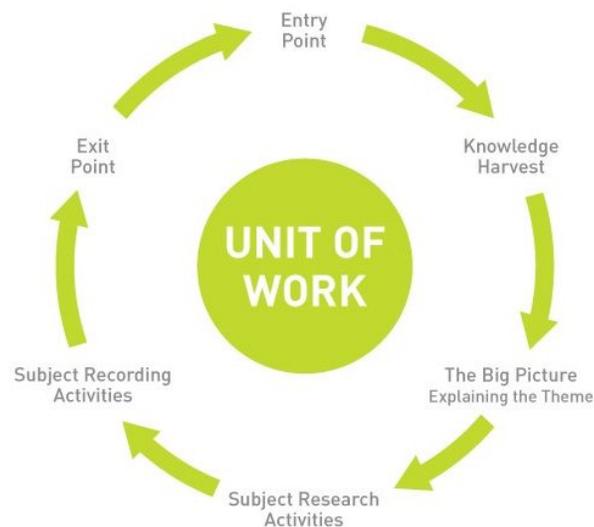
| MATHS UNITS TAUGHT WITHIN YEAR 6 | |
|----------------------------------|---|
| Autumn Term 1 | Number and place value Mental multiplication and division Decimals, percentages and their equivalence to fractions Fractions, ratio and proportion Mental addition and subtraction Written addition and subtraction Problem solving, reasoning and algebra Measurement Written multiplication and division. |
| Autumn Term 2 | Number and place value Problem solving, reasoning and algebra Fractions, ratio and proportion Measurement Geometry: properties of shapes Mental multiplication and division Written multiplication and division Decimals, percentages and their equivalence to fractions |
| Term 2 Spring 1 | Number and place value Written addition and subtraction Decimals, percentages and their equivalence to fractions Fractions, ratio and proportion Mental multiplication and division Written multiplication and division Problem solving, reasoning and algebra Geometry: properties of shapes Problem solving, reasoning and algebra Mental addition and subtraction Written addition and subtraction |
| Term 2 | Mental addition and subtraction |

| | |
|--------------------|---|
| | Problem solving, reasoning and algebra Decimals, percentages and their equivalence to fractions Geometry: position and direction Geometry: properties of shapes Written multiplication and division Fractions, ratio and proportion |
| Term 3 Summer 1 | Number and place value Decimals, percentages and their equivalence to fractions Mental addition and subtraction Written addition and subtraction Geometry: properties of shapes Fractions, ratio and proportion Written multiplication and division Mental multiplication and division Problem solving, reasoning and algebra Statistics Geometry: position and direction |
| Term 3 Summer 2 | Number and place value Fractions, ratio and proportion Measurement Geometry: properties of shapes Measurement Statistics Problem solving, reasoning and algebra Geometry: position and direction Written multiplication and division |

International Primary Curriculum (IPC)

In Year 6 the children start to work towards the subject, personal and international learning goals for Key Stage 2, building on their previous experiences. We make cross-curricular links wherever possible to enhance children's understanding, especially in English.

There is a distinct learning process with every IPC unit, providing a structured approach to make sure that



The children of Year 6 learn within their own class but also across the year group. The IPC is a fantastic learning tool to allow children to learn from, by and with each other.

The IPC units for this year are:

1. Fascinating Forces
2. What a wonderful world
3. Making new materials
4. Full Power
5. Growing up

Personal and international learning are integral to the IPC and weave their way throughout our units of work (previously highlighted through the Principles of Learning and International Mindedness).

The personal goals of the IPC are integral to the whole learner. These personal goals include being a resilient and cooperative learner, having effective communication and teamwork skills, being moral, thoughtful and respectful, and developing inquisitive and adaptable learners.

For the international learning goals; each IPC unit has embedded within it, across the different subjects, learning-focused activities that help children start developing a global awareness and gain an increasing sense of themselves, their community and the world around them, as well as inspiring positive action and engagement with global issues.

Computing

Computing has become an integral part of modern life and the ability to understand and utilise its potential are essential for the child of tomorrow. Our Computing programme offers the students opportunities to develop their skills in manipulating and presenting text, graphics and data whilst using a wide range of child-friendly and common office programmes. Keyboard skills are developed through the use of typing programmes and teacher led activities. The students are taught about creating, saving, printing and managing files. Some computing lessons are aimed at supporting the IPC units that are being studied in class. The internet is used as an important research tool and the students are taught techniques for searching, selecting, evaluating and interpreting information.

- Developing project management skills
- Researching the app market
- Designing the interface for an app
- Designing a simple mobile phone app
- Creating a video presentation and web copy for a mobile phone app

French

For many of our students, French is a second, third or even fourth language. Learning French offers them a deeper experience and understanding of some local cultures and the opportunity to communicate effectively in the wider community beyond school. Our curriculum for French centres on introducing and building functional speaking and listening skills with a gradually increasing emphasis on reading and writing as the student advances. Units of learning for Year 6:

- We are going to town
- Drinks and snacks/opinions
- My day
- School
- We are having fun

Music

Skills are developed through learning activities related to IPC and the UK National Curriculum in order to ensure the development of musical skills across the musical elements of rhythm and pulse, pitch, duration, tempo, dynamics, texture, timbre and form. Children will be encouraged to listen, evaluate and sing a range of songs from different backgrounds and cultures. The history of classical music will be taught through interactive topics developing listening, creating and performing skills. Students will be encouraged and guided to create their own music. Students will often work collaboratively in a classroom or group band setting and they will have many opportunities to develop their confidence through performing to their peers and others.

Over the course of primary, children will begin to understand basic music theory and appreciate that there are different styles and genres in music as well as identify their strengths in the sphere of music.

The music department recognizes and nurtures talent through our extra-curricular program.

Some of the units of learning included for year 6 Music are:

- Investigating repeated patterns both rhythmic and melodic
- Instruments of the Orchestra
- Exploring musical styles and genres
- Dance music from around the world
- Developing reading and performing skills on an instrument(s)
- Exploring music technology and synthesised sounds.

Physical Education (PE)

The Physical Education Curriculum at Rainbow International School aims to promote a healthy and active lifestyle in a safe and supportive environment.

Physical Education activities are experienced within a broad physical education curriculum, which aim to promote a wide base of movement knowledge, skills and understanding. Children may work as individuals, be paired-off or take part in group activities. During co-operative, creative and competitive situations they are encouraged to use their improvisation and problem-solving skills. All children are encouraged to appreciate the importance of a healthy body and begin to understand factors that affect health and fitness.

dance.

Through the above, children are encouraged to develop in the following areas:

- Gross Motor skills e.g. running, hopping, skipping, jumping, galloping etc
- Manipulative skills e.g. catching, throwing, dribbling a ball (these also develop hand/eye coordination skills)
- Postured skills e.g. bending, curling, stretching, balancing, twisting etc
- Creative skills e.g. through play, dance and movement (responding to a piece of music/poetry or solving a problem)
- Co-operative skills (team work and co-operative)
- Awareness of basic safety and hygiene practices
- The effects that exercise has on the human body

Swimming

Swimming is an essential life skill and part of the Primary P.E. curriculum. All children are expected to participate in the school's swimming programme, which aims to broadly develop a child's water confidence, coordination and safety in deep water (a life skill); develop their stroke development technique, introduce the child to water safety and develop their independent and team skills.

The programme followed at Rainbow International School are appropriate to each individual child's ability and needs.

In Years 3 - 6 we particularly focus on the actual swimming and activities which are covered, these activities include the following areas:

- Water Polo
- Basic life saving
- Postured skills e.g. balancing, rolling, streamlindness etc
- Effects of swimming to the human being
- Co-operative skills eg. working as a team, good sportsmanship

ESL/SEND children within Year 6

| NAME OF CHILD | CLASS | SUPPORT RECEIVING (ESL/SEND/IN CLASS/ OUT OF CLASS) | OWN LEARNING ASSISTANT ? |
|----------------------|-------|--|--------------------------|
| Deolive Nsasi Djonja | 6FM | ESL - Out - 5 Hours SEND - Out - 1 Hour | Oliver Akello |
| Brett Young | 6FM | SEND - In and Out - 3 Hours | No |
| Sam Wassen | 6JW | ESL - Out - 5 Hours SEND - In and Out - 2 Hours | No |

| | | | |
|---------------|-----|----------------------------|----|
| Rajveer Singh | 6MS | SEND - Out - 1 Hour | No |
| Tess Par | 6MS | SEND - In and Out - 1 Hour | No |
| Zoe Barboux | 6MS | ESL - Out - 1 Hour | No |

Home Learning

Home learning tasks can play an important part in consolidating children's attainment, developing independent learning habits and involving parents in the education of their children. Children will receive learning to complete at home on a regular basis increasing in amount and frequency as children move up through the school.

Our guidance to home learning is;

| Age | Reading and being read to Recommended time per day | Other home learning activities Recommended time per day |
|------------|---|--|
| Y5 & Y6 | Students are expected to read each night | approx. 30/35 minutes |

Home learning will most often be linked to class learning, providing the opportunity to extend or reinforce taught concepts. If the home learning task is not clearly understood, or your child is struggling with a task, please contact the class teacher.

Promote a learning culture by:

- Making yourself available at home to support your child, should they need it
- Making a 'home learning area' within your home, somewhere quiet with no distractions.
- Ensuring home learning is done at home and not en-route to school
- If your child is unwell or tired please do not force them to do home learning. Doing so often causes more harm than good. However, please let your child's teacher know via an email or their diary
- Communicate any thoughts or concerns that you may have with your child's teacher either via email or your child's diary

Parents as Partners

Parents are the prime educators of their children, therefore parents and teachers need to work together in the best interests of the child. At RISU we value the contribution parents make and we hope to work closely with you.

Outside school, you can support your child by talking to them about what they have been learning at school and by sharing in their home learning.

At the start of each IPC unit, it will benefit your child if you talk about what the children will be learning (this is communicated to you through the IPC unit letter). This could be done either in English or your home language.

Staff are always happy to meet with you to answer questions and to discuss the progress of your child/ren throughout the year. Feel free to send questions or ideas to us; we are always willing to listen. If anything arises concerning your child, please talk to us... if it is on your mind then it is important to us. As you will appreciate, because of our teaching and supervision commitments, staff are not always immediately available to meet in person. To ensure that a staff member is able to see you, please either telephone, email the

We hope your child has a happy and successful year in Year 6.