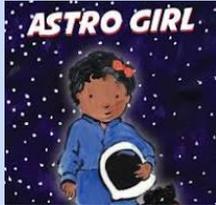


## Core Subjects

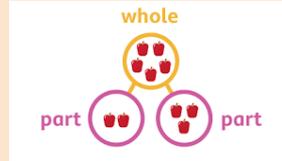
### English



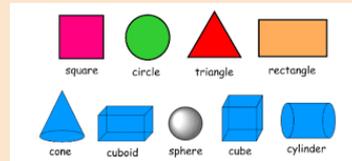
We will be exploring both fiction and non-fiction texts this half term. Some of the texts we will be reading are 'Astro Girl' by Ken Wilson - Max and 'Sidney Stella and the moon' by Emma Yarlett.

We will be learning about different genres of writing such as diary entries and newspaper articles. We will continue to consolidate our understanding of correct letter formation and sentence structure.

### Maths



We will be learning about addition and subtraction. We will look at whole/part models and learn the meaning of the mathematical symbols associated with these concepts.



We will be exploring the key differences between 2D and 3D shapes, focusing on their distinct features and structures.

### Science

Our focus in science will be to continue looking at the properties of materials, this time in relation to designing a product that flies or floats. These lessons will be closely linked to our art/design lessons as the children test the suitability of different materials in preparation for making a kite, simple model helicopters and aeroplanes, and parachutes.



### Wider Curriculum

#### PSHE

We will be exploring our health and well being. We will be focussing on appropriate bedtime routines, relaxation, personal hygiene and allergies.

#### Art/DI

This half term, we will develop techniques using line, colour, and shape through collage, drawing, painting, and clay modelling. We will also learn how to evaluate designs by studying kites, before designing and making our own.

#### Music

This unit is all about using the voice and singing. Learning is developed through the learning of a variety of accompanied and unaccompanied songs from different times and places. Students will explore melodic shape and pitch while developing an understanding of the voice, how it works and vocal register.

#### Computing

This term, students will explore robotics using LEGO Spike Essential. They will engage in a range of projects that combine design and coding skills. By the end of the unit, students will design and build their own creations to present at the Innovation Fair.

#### Topic

**History:** We will be researching and learning about the Wright brothers, Neil Armstrong and Amelia Earhart. We will focus on recalling facts about these significant figures and their impact, as well as sequencing events on a timeline.

**Geography:** We will use maps and globes to find places linked to famous flights and space travel. We will talk about where journeys start and end, what the weather is like in different places, and how people travel around the world. We will also think about how travel and transport have changed over time.

#### PE

In Year 1 Athletics, students will explore basic movement skills, focusing on hopping, jumping, running, and throwing. They will practice developing coordination, balance, and control through activities that encourage them to hop with rhythm, jump for distance and height, run at varying speeds, and throw for accuracy and distance. The aim is to build foundational athletic abilities in a fun and engaging way.

### Languages

#### Arabic (Native)

Students will continue to strengthen their foundational Arabic language skills through engaging and interactive activities. They will complete their journey through the Arabic alphabet, mastering letter sounds, short vowels, and correct letter formation. Vocabulary will expand as they connect each letter to meaningful words. In addition, students will explore the world around them by learning the **names of colours and shapes in Arabic**, enriching their ability to describe objects in their environment. They will also enhance their numeracy by **counting up to 20 in Arabic** and deepen their understanding of **family and community** by identifying and describing family members.

#### French

Year 1 will be building their confidence as speakers! Children will continue practising greetings, introductions, and polite phrases through fun songs, games, and short conversations. The focus will be on speaking and pronunciation, encouraging students to use French more naturally in the classroom. They'll also explore a new topic — shapes and colours — using creative activities to describe what they see in French. These lively and interactive lessons will help children express themselves with growing fluency while having fun learning to communicate in French.

#### Spanish

This half term, Year 1 will continue to build on their Spanish journey by practising the four communication skills: listening, speaking, reading and writing. They will continue learning how to talk about themselves: **say their age** while retrieving numbers up to 10, recognise the **members of their family**, and retrieve basic **colours** while learning some new ones. They will also enjoy discovering Spanish Christmas traditions through stories and activities. Songs will continue to be at the heart of their learning, including “¿Cuántos dedos en una mano?”, “Familia Dedo” and “Adiós”. To round off the term, they will complete their project “Yo”. A rewarding term filled with creativity, culture and growing confidence in Spanish lies ahead!

#### Arabic (MFL)

This term, students will continue to enhance their vocabulary by learning the names of different animals and foods through engaging stories and songs. They will also learn to identify and name shapes around us in Arabic, while revising and expanding their knowledge of colours and numbers. Through a variety of fun and interactive activities, students will strengthen their speaking and listening skills, build confidence in using Arabic in context, and enjoy exploring how language connects to the world around them.

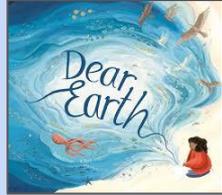
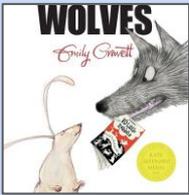
## Core Subjects

### English

**Wolves** by Emily Gravett.

Children will learn research skills to find relevant information to write a **non-chronological report** all about wolves. They will use factual adjectives alongside fact sentences using cause and effect.

**Persuasive Letter** based on **Dear Earth** by Isobel Otter. Children will use emotive language, learn about the past and present tenses to persuade Mr. Wright for NCBIS to take action to make our community a better place.



### Maths

This half-term, children will strengthen their understanding of **addition and subtraction** by finding 10 more and 10 less, adding and subtracting tens, and working with two-digit numbers both across and not across a ten. They will also solve mixed operation and missing number problems.

In **shapes**, pupils will recognise, describe, and sort 2D and 3D shapes by their sides, vertices, edges, and faces. They will draw shapes, explore lines of symmetry, and create symmetrical patterns.

During our **statistics** unit, children will collect and interpret data using tally charts, tables, block diagrams, and pictograms with different scales.

### Science

This half-term in Science, we are exploring **Uses of Everyday Materials**. The children will investigate different types of materials, their properties, and how these properties make them suitable for particular purposes. They will carry out simple tests to see how materials can change shape by stretching, bending, twisting, or squashing, and will compare how strong and stretchy different materials are. Towards the end of the unit, the children will consider how materials can be used more responsibly by exploring **eco-friendly alternatives** and thinking about how we can make choices that are better for the environment.

**Class Teachers: Nora Adly, Kirsten Rockingham, Kerstin Sprinbett, Nasser Attia**



### Wider Curriculum

#### Topic

**History:** Children will explore how people and ideas have changed the world. They will learn about equality and significant individuals who made a positive difference to society and the environment.

**Geography:** Children will learn how humans affect the environment and explore ways to care for our planet. They will study different environments, use maps to locate places, and investigate how weather and seasons change throughout the year.

#### Music

##### **Singing**

Students will learn a variety of songs in different styles and will consolidate techniques learnt previously in class - posture, warm-ups, breathing, phrasing and blending their voices. They will continue to practise singing rounds and part-singing, maintaining a part in an ensemble performance. Each class will contribute an item to an end of term production.

#### PE

**Leadership and Problem Solving:** Students will learn how clear communication is effective and identify what causes a breakdown in communication. In addition they will learn to work together to achieve a common goal while adhering to the rules of fair play, start to think strategically and make decisions, as well as thinking creatively to solve problems.

**Gymnastics:** Students will be focusing on different ways of travelling and being able to move over, under and around basic equipment and obstacles in a variety of interesting ways.

#### Computing

This term, students will explore robotics using LEGO Spike Essential. They will engage in a range of projects that combine design and coding skills. By the end of the unit, students will design and build their own creations to present at the Innovation Fair.

#### Art/DT

In Art, children will use colour, texture, and pattern to show the beauty of nature. They will create artwork inspired by endangered animals and work together on an environmental art project.

#### PSHE

##### **Health and Wellbeing**

This half-term, children will learn how to look after their bodies and minds. They will explore emotions, staying active, relaxation, healthy eating, and how a positive mindset helps them succeed.

## Languages

### Arabic (Native)

Students will continue mastering the **Arabic alphabet**, focusing on writing letters accurately in their **three different positions**. They will strengthen their **phonemic awareness** by **blending and segmenting sounds** to form words independently. Through engaging storytelling sessions, students will **listen attentively, demonstrate comprehension** by participating in related activities, and **respond to questions** confidently. They will also read their **first story**, “**النمل (The Ants)**,” applying their blending skills and showcasing their understanding of the text.

### Arabic (MFL)

Students will be able to recognise and use a wider range of everyday words, build short sentences, and express themselves more confidently in Arabic through songs, games, and creative activities.  
Continue to count (to twenty),  
expand their knowledge of colours, animals, and fruits and vegetables.  
Learn about farm animals.  
**Topics:** Healthy food- Daily routine  
Understand and use vocabulary of fruits and vegetables.

### French

Year 2 will be building their confidence as speakers! Children will continue practising greetings, introductions, and polite phrases through fun songs, games, and short conversations. The focus will be on speaking and pronunciation, encouraging students to use French more naturally in the classroom. They'll also explore a new topic — shapes and colours — using creative activities to describe what they see in French. These lively and interactive lessons will help children express themselves with growing fluency while having fun learning to communicate in French.

### Spanish

Pupils will continue practising the 4 communication skills, to **introduce themselves** building confidence and automaticity, while also learning how to **introduce their family members**. They will practise asking and saying names and ages, spelling words, and using *éste/ésta es...* and *éste/a soy yo* to *introduce people and themselves*. In doing so, they will recognise gender and consolidate the verbs *llamarse, tener* and *ser*. They will also explore a map of Spanish-speaking countries. The term will conclude with the project **Todo sobre mí**, where children present themselves and their families in Spanish.

**Teachers: Arabic (Native):** Yousra Abdel Razik **Arabic (MFL):** Ghada Osama, **French:** Rana Zafer, **Spanish:** Gema Rioja.

## Core Subjects

### English

**Core text:** Leon and the Place Between by Angela McAllister.



Throughout this sequence of learning children will explore the author's language and use it as the basis for their own descriptive writing. They will explore the characters' thoughts and emotions and take part in drama activities, leading to writing in role and the creation of dialogue. Using the structure of the original story, children will plan their own version of the story where their own character enters a magical world.

### Maths

#### **Addition and Subtraction**

The children will build on the skills and knowledge they developed in Year 2, working towards adding and subtracting two-digit and three-digit numbers, both with and without exchanges. They will also explore the effect of adding or subtracting ones, tens, or hundreds to and from any three-digit number.

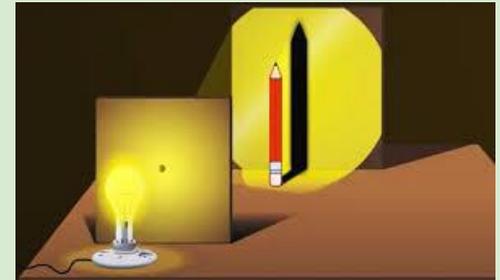
Children will consolidate their understanding of number bonds to and within 10 and become more confident in recalling these bonds in a variety of contexts.

Throughout the unit, children will use a range of representations, including Base 10, place value counters, number lines, part-whole models and bar models.

### Science

#### **Light and Shadow**

Children will learn about sources of light and compare light reflecting on different surfaces. We will discuss where shadows come from and how shadows change throughout the day. We will work scientifically to investigate how the distance of the light source affects the size of its shadow, and find patterns in data to help us form conclusions.



### Wider Curriculum

#### Topic

This term, children will develop their understanding of the world around them. They will learn to name and locate the seven continents and five oceans, and use maps, atlases, and globes to find Egypt, their home countries, and other places around the world. Using geographical vocabulary, they will describe key physical and human features such as mountains, rivers, towns, and ports. Children will also learn to use simple compass directions and positional language to describe locations and routes on a map.

#### Art/DI

In art, we will be learning about landscape paintings. We will discuss and be inspired by significant landscape painters such as JMW Turner and Henri Rousseau.  
In design and technology, we will design maps thinking about their function and purpose.

#### PSHE

In this unit, children will learn how to keep their bodies and minds healthy. They will create a healthy diary, explore the benefits of exercise and good nutrition, and learn about dental health. They will also reflect on their identity, recognise their strengths, and set small, achievable goals to solve problems.

#### Computing

This term, students will explore robotics using LEGO Spike Essential. They will engage in a range of projects that combine design and coding skills. By the end of the unit, students will design and build their own creations to present at the Innovation Fair.

#### Music

**Singing**  
This unit aims to build upon the foundational singing skills developed in Year 2, enhancing students' abilities through the exploration of more challenging songs from diverse cultural and historical contexts. Students will engage with a variety of accompanied and unaccompanied pieces, fostering both individual and ensemble singing experiences.

#### PE

Students will be learning Basketball and Dancing in PE over the course of this term. In Basketball students will master basic movements including dribbling, passing, shooting and catching. They will participate in games, developing simple tactics for attacking and defending. In addition to performing and applying skills in competitive and cooperative contexts.

In Dance, students will develop flexibility, strength, technique, control and balance. In addition they will perform dances using a range of movement patterns.

## Languages

### Arabic (Native)

Students will strengthen their Arabic language skills by practicing **long vowels** and connecting them with **short vowel sounds** through blending and segmenting words into syllables. Under the theme “**My Daily Routine**”, they will apply the **present tense** to describe daily actions and routines, using **pronouns such as I, he and she** to construct meaningful sentences. They will also learn to **differentiate between masculine and feminine nouns** through the use of التاء المربوطةة explore **possessive pronouns**, and enhance their **reading and comprehension** through engaging lessons. Additionally, students will practice forming **interrogative (question) sentences** to express curiosity and communicate effectively.

### Arabic (MFL)

This term, students will explore the topic “My Family” and learn how to talk and write about their family members in Arabic. They will create their own family tree and practise using key vocabulary such as أم(mum), أب(dad), أخت(sister), أخ(brother), جد(grandpa), جدة(grandma), and أنا(me). Students will learn to write short and meaningful sentences such as My name is..., I have one/two big or small brothers/sisters, I love my family, and I like.... They will also learn how to say My birthday is in... and take part in birthday celebration activities in Arabic. Through these lessons, students will practise using numbers, adjectives, and simple grammar structures to describe their families. They will showcase their learning creatively by making colourful posters and family booklets in Arabic.

### French

#### All About Me 😊

Year 3 are diving into the *All About Me* unit! Students will learn to follow simple classroom instructions, name parts of the body, identify colours, and talk about what they are wearing. They'll explore masculine and feminine nouns, begin to use simple conjunctions, and even have short conversations about clothes and actions in French. Through songs, games, and fun interactive activities, children will build their confidence in listening and speaking while learning to express themselves in French in creative and playful ways.

### Spanish

In the first half of the term, students have been practising the four skills in fun and meaningful ways, learning to **describe themselves and others' physical appearance** and to ask “**What do you look like?**”. In the second half, they will build on this by learning to describe what they or someone else are wearing using colours, and ask “**What are you wearing?**”. They will explore clothing vocabulary, gender and number agreement, and key verbs such as *ser, tener, ponerse* and *llevar*, while also discovering traditional clothing from Peru. To end the term, they will bring their learning together in the interactive project “**Guess Who?**”.

### Core Subjects

#### English

This half term we will focus the theme – Invention & Innovation and use 2 texts: The Matchbox Diary and FArTHER. Pieces of work will include – Retellings, recounts (postcards), setting descriptions, diary entries, instructions, formal and informal explanation texts and letters.

Drama activities will be incorporated within the lessons.

Reading

Core text: “Fortunately, the Milk”

By Neil Gaiman

We will use reciprocal reading strategies and graphic organisers to support understanding of vocabulary, characters, plot and inference.

#### Maths

Students will be learning about , Multiplication and Division, and they will be introduced to the concept of Area in 2d shapes

The students will be gaining the skills to:

- Use effective methods to calculate the area of 2d shapes
- Multiply by 10
- Divide by 10
- Divide by 100
- Multiply and Divide by 6
- 6 times-table and division facts
- Multiply and Divide by 7
- 7 times-table and division facts
- Multiply and Divide by 9
- 9 times-table and division fact

#### Science

In the unit ‘Energy: Sound and Vibrations’, students will investigate volume, pitch and how sound travels. They will explore how sounds are made and how they travel through different materials. They explore ways sound can change and how it can be controlled or reduced. Through practical investigations students will develop and apply skills in observing, measuring, recording, and interpreting results.



**Class Teachers:** Mr Cooke, Ms Radwa, Ms Carlene, Ms Aya, Mr John and Ms Gina

### Natural Disasters

#### Wider Curriculum

#### Topic

**Geography:** *Natural Disasters - When Nature Strikes!* is this term's geography title. Students will explore the powerful forces of nature that shape our planet, from earthquakes and tsunamis to volcanoes and cyclones. They will uncover the causes behind these events, investigate their effects on our environment, and discover how communities around the world prepare and respond.

#### Art/DT

This term's focus is Design Technology where children will have to consider a problem related to a natural disaster and human preparedness. As designers, they will design and create a product that meets the purpose of the brief.

#### PSHE

During PSHE, students will be continuing our focus on 'Families & Relationships'.

As part of this unit children will:

- Understand boundaries in friendships, including physical boundaries and expectations.
- Understand that what they do and say affects other people.
- Understand the impact of bullying and the role bystanders can take.
- Recognise male and female stereotyped characters.
- Understand that stereotypes about disabilities are usually untrue.
- Know what bereavement is and how to support someone who has experienced a bereavement.

#### Computing

This term, students will be introduced to the exciting world of 3D design using TinkerCad. They will learn to navigate and work within a 3D environment, exploring how to create and manipulate digital models. Throughout the unit, students will practise adding and resizing shapes, as well as combining multiple shapes to design and construct a variety of 3D objects. This hands-on experience will help them develop creativity, spatial awareness, and problem-solving skills.

#### Music

Year 4 students will be learning and practising a range of songs from different genres including part songs. This will culminate in performances during the Key Stage Two Christmas concert in December. They will also continue to use the ukulele to accompany a song in preparation for the NCBIS International Day celebrations in the Spring Term.

#### PE

This term, Year 4 will focus on gymnastics and short tennis. In gymnastics, pupils will work on creating their own individual routines, developing body control, balance, and fluency through rotations and simple flight movements. They will then refine their sequences to improve performance and confidence.

In short tennis, pupils will learn to control the ball during rallies, use space effectively, and understand how to vary direction and pace to gain an advantage in game play. The unit encourages teamwork, coordination, and tactical thinking.

## Languages

### Arabic (Native)

Students will continue to enhance their Arabic language skills through a variety of engaging reading and writing activities. They will explore the kinds of sentences, focusing on **negative commands** and **interrogative forms**, while learning how to use **question words** effectively to form meaningful questions. In reading, students will enjoy lessons such as “*Healthy Habits*”, and “*I want to be*”, alongside texts about different **jobs** that expand their vocabulary and understanding of the world around them. They will also revise **long vowels** and **demonstrative pronouns**, and practice **personal pronouns** (I, we, you) in both **feminine and masculine** forms. In writing, students will apply **connectives** ()to organize their ideas as they write step-by-step paragraphs on real-life topics such as; **planting lentils**, combining creativity with hands-on learning experiences.

### Arabic ( MFL)

This term, students will focus on strengthening their writing skills by building on their alphabet knowledge and previous topics. They will use what they have learned about classroom objects They will learn the names of common classroom objects in Arabic, such as book, pen, pencil, bag, table, and chair. Students will practise identifying and using these words in short sentences, both spoken and written. Through songs, games, and interactive activities, students will build their vocabulary and learn to describe what they see around the classroom using Arabic confidently.to create meaningful sentences and short texts in Arabic. Students will practise expressing their likes and dislikes using أنا أحب / ليس /عندي (I like / I don't like) and describing what they have or don't have using عندي (I have / I don't have).

### French

Year 4 are rounding off their *All Around Town* unit with plenty of speaking and discovery! In Lessons 5 and 6, students are learning how to say their address, talk about where they live, and use a bilingual dictionary to find new French words. Through games, presentations, and interactive activities, they'll build confidence in pronunciation and sentence building — bringing their French “town talk” to life with enthusiasm and flair!

### Spanish

Students will keep growing in confidence as they use Spanish to communicate in fun, real-life contexts. During the first half of the term, they reviewed how to introduce themselves and others and learned to talk about how they go to school. Now, they will learn how to **talk about trips**: asking and saying where, how, and when they or others are going, while revising days and months. Along the way, they'll strengthen key verbs (*ser, llamarse, ir, tener*), explore gender and plurals, and discover more about Spain, its main cities, and the Spanish-speaking world. To end the term, they'll explore **Argentina** and complete the project “*Mi compañero de viaje y yo...*”, where they present themselves and a travel partner, sharing details about their Winter Holiday trips!

**Core Subjects**

**English**

**Core text:** The Lion, the Witch and the Wardrobe by C.S.Lewis

In this unit, pupils will explore *The Lion, the Witch and the Wardrobe*, focusing on characterisation, setting descriptions, and the author's use of language to create atmosphere. They will develop their writing by using more complex sentences, rich vocabulary, and expanded noun phrases. Pupils will also study dialogue and literary devices to enhance their own writing, culminating in the creation of an original fantasy story inspired by the novel.

**Maths**

Our current learning is all about multiplication and division. Within multiplication and division, children will practise formal methods for multiplying 4-digit numbers by 2-digit numbers. Next, is short division and dividing a 4-digit number by a 1-digit number, completing this unit by solving word problems involving multiplication and division.

**Science**

In this unit, pupils will explore how mixtures and solutions can be separated through sieving, filtering, and evaporating. They will learn to define key terms, describe how temperature affects dissolving, and identify when each separation method should be used. Working scientifically, pupils will plan and carry out investigations, make observations, record data, and justify their choices of enquiry methods and variables to test dissolving processes.

**Class Teachers:** Mr Kearsley, Ms Tooby-Broome, Ms Imam, Ms Reem, Ms Omnia, Ms Eman



#### Wider Curriculum

<u>Topic</u>	<u>Art/DT</u>	<u>PSHE</u>
<p><b>Geography:</b> We will use a variety of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied i.e. climate change, sea level rises, etc and impact on society and nature.</p>	<p>Inuit means 'The People' and refers to people of the Arctic. We will be exploring Inuit art, through which we will learn to improve our mastery of art and design techniques, including drawing and printing, to create images and symbols related to inuit culture.</p>	<p>In our next topic 'Health and Wellbeing', the children learnt about a variety of factors that influence our wellbeing on a daily basis, such as the importance of rest, relaxation, healthy diets and sun safety. We then moved onto the idea of 'failure' and how we need to embrace it as a tool for making progress - learning from our mistakes. The children also learnt how to set short-term, medium-term and long-term goals, and finally, how to take responsibility for their feelings.</p>
<p><b><u>Computing</u></b></p> <p>This term students will explore more programming concepts by using Scratch - Block Coding environment. They will learn how sprites can be controlled in different ways using keyboard or touch screen inputs. They will explore and implement programs where sprites can be programmed to sense other sprites or colours then make decisions. Finally, they will know how to program variables, including random variables that can be used to make a game unpredictable.</p>	<p><b><u>Music</u></b></p> <p>In the Year 5 singing unit, students will focus on developing their vocal skills, including harmonising. This will culminate in performances as part of the Christmas celebrations at NCBIS. Students will also continue to build on their keyboard playing to include learning melodies, chord accompaniments and using two hands together on the keyboard.</p>	<p><b><u>PE</u></b></p> <p>In Year 5 students will be completing two topics over the half term which are Dance and Leadership. In Dance students will learn how to perform sport themed movements in an Olympic themed choreographed performance. They will develop understanding of transition, canon and unison concepts. Within the Leadership topic students will be focusing on Basketball. Students will have the opportunity to try a variety of roles while developing in their skills and knowledge of the game. Roles experienced will include - referee, team player, coach, time keeper, score keeper.</p>

**Teachers:** **Computing:** Ali Papila, **Music:** Lala Akhundova, **PE:** Sally Hasouna, Steven Moran, Ian Boal, Shaun Banham.

## Languages

### Arabic (Native)

Students will explore key grammatical concepts, including the use of “because” in Arabic (لام التعليل) and the distinction between negation and prohibition (أسلوب النفي وأسلوب النهي). They will also learn to identify and use dual nouns in both masculine and feminine forms. Additionally, through the texts “I Am the River” and “Nile Streams,” students will enhance their reading comprehension and deepen their cultural awareness. In writing, they will apply present and past tenses effectively while using a variety of sentence types to describe events with clarity and creativity.

### French

Year 5 are continuing their Pleased to Meet You unit by diving deeper into conversations about themselves and their feelings — all in French! In Lessons 4, 5, and 6, students will learn to describe emotions using new vocabulary, explore how to use the near future tense to talk about what they are going to do, and practise introducing themselves confidently in full sentences. They’ll enjoy interactive games, stories, and role plays that bring language to life, helping them speak and write about who they are and what they dream of becoming — with growing accuracy and flair!

### Arabic (MFL)

This term, students will focus on developing their speaking skills and using the target language confidently to talk about places around us in school. They will learn to identify and label different places such as المكتبة (library), الفصل (classroom), الحمام (bathroom), المطبخ (kitchen), مكتب المدير (principal’s office), العيادة (clinic), and الملعب (playground).

Students will practise forming well-structured sentences using a range of verbs such as I write, eat, play, work, etc., to describe what they do in different places around the school.

They will also learn how to ask and answer direction questions in Arabic, such as أين المكتبة؟ (Where is the library?) and كيف أذهب إلى...؟ (How do I go to...?).

By the end of the term, students will be able to talk and write about familiar school places using complete sentences with greater accuracy and fluency.

### Spanish

This half term, Year 5 students will continue exploring **healthy lifestyle habits, focusing on food: balanced diets, mealtimes, and how to order in a restaurant.** They will be learning how to ask and tell the time and describe when their meals take place. Vocabulary will expand around food, drinks, and mealtime verbs, while grammar will cover the singular forms (*yo, él/ella*) of regular *-ar/-er* verbs, along with *gustar, saber, and querer*. Cultural highlights will include reading the comic **¡Es mi diente!** and discovering interesting facts about **Venezuela**. The unit will conclude with the project **“At a Restaurant,”** where students will practise ordering food in Spanish and apply their new skills in a real-life context.



### Core Subjects

#### English

**Core text: Leila and the Blue Fox** by Kiran Millwood Hargrave is a heartwarming and adventurous novel about family, identity, and survival. Told in a dual narrative – one from Leila’s perspective and the other tracking the fox’s journey – the novel explores themes of migration, resilience, and the bonds between humans and nature. Beautifully illustrated, the book combines emotional depth with adventure, inspired by a true story of an Arctic fox’s record-breaking trek. Students will focus on informal writing through the creation of engaging blog posts. They will learn to use a variety of punctuation, including dashes, brackets, apostrophes, semicolons, and colons. They will write an explanation text on how to survive in the Arctic, using conditional language. They will also produce an informative text about the Blue Arctic Fox, incorporating relative clauses.

#### Maths

##### **Decimals:**

- identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- multiply one-digit numbers with up to 2 decimal places by whole numbers
- use written division methods in cases where the answer has up to 2 decimal places

##### **Measures:**

- solve problems involving the calculation and conversion of units of measure
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units

#### Science

##### Living things and their habitat

- Describing how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.



**Class Teachers:** Mr Brown, Ms Ritson, Ms Amelia, Ms Samar, Ms Sherihan, Ms Sandra





**Topic**

**History: Human migration is a response to challenges, risks and opportunities.**

Students will explore the complex topic of human migration. They will examine how migration has shaped societies throughout history and the impact it continues to have today. They will analyse different viewpoints citizens may hold about immigration.

**Geography: Animal migration is driven by the environment.** Students will explore the world of animal migration. They will learn about different types of migration, such as seasonal, reproductive, and long-distance movements, and discover why animals migrate. They will also examine how animal migration impacts ecosystems and biodiversity across regions.

**Art/DT**

Students will explore the work of artists to see how they mastered various art and design techniques such as drawing, painting, and sculpture. Students will study historical portraits to understand the use of detail, expression, and form. They will also create their own animal sculptures using papier-mâché. This unit aims to develop both technical skills and an appreciation of design in historical context.

**PSHE**

**Health and wellbeing**

Describe qualities or values they want to develop and create achievable goals.  
Describe the importance of relaxation and suggest different strategies.  
Describe how they take care of their physical well being.  
Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this.  
Describe what resilience is, why it is important and some useful resilience strategies.  
Understand that changes in their body could indicate illness and know what to do if they notice them.

**Computing**

This term students will create static web pages by using Google Sites. They will learn how to edit images to be used in a web page and add multiple pages. They will integrate various web design elements, such as hyperlinks and navigational menus. They will apply their learning by creating a small website about Digital Citizenship.

**Music**

Students will be working on a selection of songs during this half term, culminating in a performance in the Key Stage Two Christmas celebration. They will further develop their ability to sing in parts. They will also rehearse a song to be performed at the NCBIS International Day celebrations.

**PE**

Throughout the half term students will be focusing on Volleyball and Gymnastics as part of their PE program. In Volleyball students will learn the fundamentals such as passing (bumping), setting, serving, and attacking (spiking) and how to apply these in competitive situations. In Gymnastics students will develop their understanding of balances, travels and transitions. They will also design and perform their own gymnastic routines in a group demonstrating flexibility, coordination, strength and body control

## Languages

### Arabic (Native)

Students are learning to differentiate between nominal and verbal sentences and revising various types of nouns (ضمائر المتكلم و المخاطب و الغائب), the present simple tense, the past simple tense, and verb commands. They will complete writing stories and enhance their writing by adding connectives and using appropriate tenses. In addition, students will explore the diversity of cultures, showcasing their understanding and respect for others through reading and writing activities.

### Arabic (MFL)

This term, students will focus on prepositions through engaging activities and the theme “Where’s Waldo?” to help them describe locations and situations in Arabic with more accuracy and confidence. They will learn prepositions of place such as *أمام* (in front of), *تحت* (under), *بين* (between), *خلف* (behind), *فوق* (on/above) and prepositions of time including *صباحًا* (in the morning), *ليلاً* (at night), *يومًا* (during the day), *ظهرًا* (at noon), *ساعة* (at an hour/time). Students will also work on enhancing their writing skills by using full sentences in both spoken and written Arabic, developing their ability to describe where and when things happen with more detail and fluency.

### French

Year 6 are continuing their journey through **Let’s Visit a French Town**, students are diving deeper into French language and culture! In Lessons 4, 5, and 6, they will explore maths in French, learning how to use numbers and simple calculations. They’ll also take a “virtual visit” to a French home, listening to and understanding spoken descriptions of rooms and household items. Finally, they’ll have fun mastering ordinal numbers through songs and games, linking spelling, sound, and meaning. These lively and interactive lessons help students build their confidence, accuracy, and fluency — bringing French learning to life in practical and creative ways!

### Spanish

Year 6 will continue developing their Spanish skills through a communicative approach, in real-life contexts. They will learn **to express plans and intentions**, such as what they are going to do at the weekend or what they would like to be when they grow up. Vocabulary will include jobs, while grammar will cover gender of jobs, and the use of the present and immediate future tenses. Students will also discover some exciting cultural facts about **República Dominicana**. The term will culminate with the creative **project Festival de Música**, where they bring together their learning in an engaging and fun way.