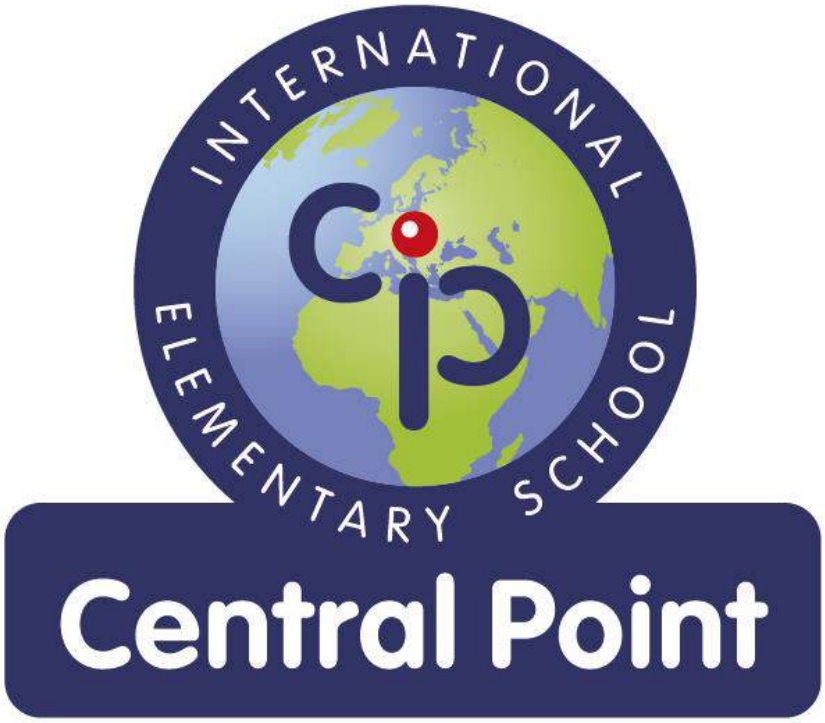

Curriculum

Grades 1-5

	GRADE 1
SPELLING	
	Word play & chunk spelling: sorts 6-21 Dolch sight vocabulary: Pre-primer, primer, 1st Grade
	I can form compound nouns: noun + noun (*football*) adjective + noun (*whiteboard*)
	I use or know vowels-consonants, long and short vowels, bossy 'e' for long vowels, consonant blends and digraphs
PUNCTUATION	
	I write statements that start with a capital letter and finish with a full stop
	I can ask a question and use a question mark
	I can write a sentence that ends with an exclamation mark
	I use commas to separate lists: *He had a bag, ball and carpet.*
	I use apostrophes of omission: *he didn't, he couldn't*
	I use articles : a, an, and the
	I can punctuate different types of sentences: declarative, interrogative, imperative, exclamatory
GRAMMAR	
	I use simple present tense, showing subject-verb agreement: **Infinitive (add "s" to the third person)** *I like*; *he/she likes; we like*; *they like*; *you like*
	I use **present continuous** tense: **"to be" + "-ing"**; *I am playing*; *he/she is playing*; *they are playing*
	I can form **simple past** tense by adding "-ed": *He played at school*
	I can use and recognise **past continuous (progressive)** tense *He was playing at school*
	I can make a command, using the **imperative** form of a verb: *give… take…*
	I can write in the past, present and future
	I can differentiate between proper and common noun
	I can identify verbs, adjectives and pronouns as part of speech
	I can form plural nouns
WRITING	Personal narratives, instructions (how-to essay), informal letters, alternative endings to stories, opinions, and poetry (acrostic, sensory)
	I correctly use upper and lower case letters.
	I can write a question starting with "what", "where", "when", "who" or "how" and a capital letter, finishing with a question mark
	I use prepositional phrases, etc., (*the cat in the basket*) to add interest
	I write expanded noun phrases: determiner + adjective + noun (*the red balloon*) to add interest
	I can use temporal connectives: *next, last, an hour later*
	I can write a complex sentence using "because", "when", "it" or "that", placing the conjunction in the middle of the sentence − *I bought a new car because my old one broke down.*
	I can write an onomatopoeia and add an exclamation mark. − *Ouch!*
	I can create poems using alliteration to describe either a picture or a painting

	GRADE 2
SPELLING	
	I correctly spell irregular past-tense verbs
	I correctly form plurals ending in “f” and “-fe”
	I correctly form Plurals ending in “-sh”, “-ch”, “x”, “z”, “s”
	I connect word families based on common words: *fear, feared, fearful, fears, fearfully*
	I can form new nouns using **prefixes such as:** *auto-, anti-, super-, under, etc.*
	I differentiate between homophones and their meanings: *bear – bare, pear − pair*
	I can add “-ness” and “-er” to form a noun: *kind – kindness, teach – teacher*
	I can add “-ly” to an adjective to make an adverb: *quick – quickly*
	I can form adjectives by adding “-ful”: care – careful
	Suffixes − formation of adjectives by adding “-less”: help – helpless
	Suffixes − forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: big – bigger – biggest
	create plurals using -s, -es, -ves
	Use a dictionary, identifying alphabetical order and key words on a dictionary page.
	Word Play and Chunk Spelling: at, ug, ake, ee, eat, oat, ain, ow, ew, ight, oon, oil, are, ear, ite, ore, ice (plus related sorts)
PUNCTUATION	
	Revision: complete sentence punctuation, commas in lists, apostrophe for contractions
	I can use a **comma** for complex sentences involving main and sub clauses
	I use the **possessive (‘s)** for singular nouns
	I can use the **possessive (‘s)** for irregular plurals and plural nouns
	I am beginning to use **inverted commas/speech marks** for direct speech
GRAMMAR	
	Revision: nouns and proper nouns;
	I can identify **word classes**: pronouns, noun, verb, adjective, adverb and conjunctions (introduce but not expected to master)
	I can identify the **subject** of the sentence
	I know when to use “a” and “an”
	I know that pronouns, nouns and proper nouns can all be the subject of a sentence
	I use correctly possessive adjectives: *my, your, his, hers, its, ours, theirs*
	I use reflexive pronouns correctly
	I can use subordinate conjunctions to create a complex sentence: *when, if, that, because*

	I use coordinating conjunctions to create a compound sentence: *or, and, but (FANBOY)*
	I can use determiners/generalisers: most, some, all, many, much, more
	I use correctly the conjunctions: *when, before, after, while, so, because*
	I can Create irregular plural nouns.
	I recognise nouns that appear only in the plural form (introduce)
	I recognise compound nouns, countable nouns, uncountable nouns and abstract nouns
	I am beginning to use much and many with a degree of accuracy
WRITING	Personal narrative, memoir (writing someone else's story), informational writing, scientific cause and effect, letter writing, persuasive writing (reviews and persuasive letter), poetry (rhyming, cinquain, alliteration, haiku), powerpoints
	I can plan, drafting, revise, edit and publish my work
	I create settings, characters, and plot in narratives
	I organise my non-fiction writing using headings and subheadings
	I create compound sentences using: *and, but, for, yet, nor, so, or*
	I can write complex sentences using: *until, although, even if*
	I use fronted adverbial phrases
	I express time, place and cause, using **prepositions**: *before, after, during, in, because of*
	I use adverbs – *then, next, soon*
	I write with powerful verbs: synonyms for verbs such as "said" or "go" to create more powerful verbs
	I use transitional words for time (during, before, after, etc.)
	I can write an onomatopoeia and add an exclamation mark. − *Ouch!*
	I can use alliteration (verb + noun): *dancing dandelions, hiding hyenas*
	I can make similes using "like": *…like hot chilies… …cold like a glacier*

	GRADE 3
SPELLING	
	I can spell Dolch list of words for grade 3 and use them correctly when I write
	I can organize words alphabetically using first 2 letters and find them in a dictionary
	I can form **comparative and superlative adjectives:** changing the "y" to an "i" and adding either "-er" or "-est"
	I can form **plurals** for nouns ending with a "y": *baby – babies*
	I can form **plural nouns** of words ending in "o": *piano – pianos; potato – potatoes*
	I use verbs ending in "y" in the 3rd person: *carry – carries*
	I can use **progressive verbs** – 'ing'
	I create **compound nouns** using hyphens
	I use prefixes to create the antonym: "im-", "in-", "ir-", "il-"
	I use **adjectives** ending in "-ed": *frightened, scared*, etc.
	I can identify root words and add appropriate prefixes (dis, non, un, pre, mis) and/or suffixes (ing, ed, ly, y, ment, tion/sion, able, ful, ness)
PUNCTUATION	
	Revision: commas for coordinating and subordinate clauses, **capitalisation**
	I use **capital letters** for **proper nouns**: names, places, days of the week, months, titles and languages
	I use **possessive apostrophes** for regular singular and plural nouns
	I can use **inverted commas** for **direct speech**– sentence punctuation, new lines for new speakers, and adverbs for ways of speaking
	I use of **commas** for addresses and dates
	I write **fronted adverbials** followed by a **comma**
	I use paragraphs to group basic pieces of information that are related
GRAMMAR	
	I use the **present perfect** and **past perfect tenses correctly**
	I use the **past perfect continuous**: *"had" + past participle + "-ing"*
	I write **compound sentences** using all the coordinating conjunctions
	I can form sentences with the **modal verbs**: *could, should, would*

	I use **possessive pronouns:** *yours, mine, theirs, ours, hers, his, its*
	I use **specific determiners:** *their, whose, this, that, these, those, which*
	I know the difference between a preposition and an adverb
	I know the difference between countable nouns (many) and uncountable nouns (much)
	I use the **prepositions:** *at, underneath, since, towards, beneath, beyond*
WRITING	Informational writing, story summaries, narratives, non-fiction research, expressing opinions/persuasive writing, poetry (acrostic, haiku, tanka, diamante, and cinquain), scientific writing
	I can write a sentence that gives three actions: *Tom slammed the door, threw his books on the floor and slumped to the ground.*
	I use **expanded noun phrases:** changing *The teacher* to *The strict English teacher with the grey beard*
	I write complex sentences using **subordinating conjunctions**
	I use **powerful verbs**: synonyms of words to up-level sentences and give a greater effect
	I know the difference between **informal and formal language**
	I use **repetition to persuade:** *Fun for now, fun for life*
	I use either a **pronoun** or proper nouns in sentences for cohesion and to avoid repetition
	I use **similes** to add descriptive power
	I can understand and use idioms in context
	I can use hyperbole to add texture to my writing
	I can use personification to convey emotion and action
	I use **alliteration** to add interest and drama
	I use **onomatopoeia** to enliven descriptive writing
	I can recognise and create **metaphors**

Grade 4	
SPELLING	
	Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”
	Prefixes: anti-, pre-, super-, non-, sub-, micro-, tele-, bio-
	Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”
	Suffixes: -able/-ible, -ent/-ant, - ance
	C can say /k/ or /s/. C says /s/ before an e, i, or y (*cent*, *city*, *cycle*). It says /k/ before everything else (*cat*, *clip*).
	Double the consonants f, l, and s at the end of a one-syllable word that has just one vowel (*stiff*, *spell*, *pass*).
	To spell the sound of /k/ at the end of a word, we use ck or k. Use ck after a short vowel (*sick*). After everything else, use a k (*milk*).
	Words do not end in v or j. We add a silent e at the end of the word (*have*).
	j/ is spelled dge after a short vowel (*edge*).
	i before e except after a long c, but not when you hear a long 'a' sound such as in neighbour or weigh."
	When to change "y" to "ies" and when to add just s after a y (delays vs. babies
	1:1:1 doubling up rule, When a word has one syllable + 1 vowel next to 1 consonant we double up the final consonant before adding the suffix
	Drop the ‘e’ rule We usually drop the final silent "e" when we add vowel suffix endings, for example:
	I use a dictionary with alphabetical order up to the third letter
PUNCTUATION	
	Revision: I use **apostrophes** for contractions and possession
	I denote direct speech using **inverted commas**
	I indent for direct speech
	I use **commas** to add clarity and avoid ambiguity
	I use a **comma** to separate the speaker in direct speech
	I use **commas for parenthesis**
	I add **brackets for parenthesis**
	I use **dashes for parenthesis**

	I use **colons** for play scripts and to start a list
	I identify and indent new **paragraphs**
	I use **bullet points** in a list
GRAMMAR	
	Revision: the 8 **parts of speech** – using adverbs, interjections
	I can use **future tense verbs** accurately: will, going to, present progressive
	I can use the **past participle** of verbs and identify **irregular verbs**
	I can recognise, select and use **relative pronouns:** *who***,** *which***,** *that***,** *whom***,** *whose*
	I can form **relative clauses:** defining and non-defining (drop-in clause)
	I use **modal verbs** to express degrees of possibility: *might, should, will, must*
	I can express degrees of possibility using **adverbs**: *perhaps, surely*
	I use **indefinite pronouns:** *somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing*
WRITING	Poetry (haiku, limerick, free verse), essays, stories, playwriting, non-fiction (brochures and articles)
	I **edit** and revise my work to improve it
	I can write a simple **essay** with an introduction, linked points and conclusion
	I write narratives that showing feeling
	I can start a **complex sentence** with a subordinate clause and use a comma to separate the subordinate clause
	I link ideas across paragraphs using **adverbials** of time (*later*), place (*nearby*) and sequence (*secondly*)
	I use transition/linking words to imply emphasis, add additional information, show contrast and to order/sequence events
	I can identify antonyms and synonyms for common words
	I can form new words – adjectives, nouns and adverbs – from root words
	I can use technical language
	I can cite work
	I use **onomatopoeias** for descriptive writing
	I can use and understand **metaphors**
	I use **similes**

	I use **rhetorical questions** in essay writing to add gravitas
	I can use **personification** to add colour and imagery to my creative writing and poetry

Grade 5	
SPELLING	
	The /i/ sound spelt y; suffix **–ation**; suffix –ly; suffixes **-sure** and **-ture**; endings **-tion**, **-sion**, **-ssion** and **-cian**; suffix **-ous**; k sound spelt **ch**; sh sound spelt **ch**; words ending with **gue** and **que**; /s/ sound spelt **sc**; /eɪ/ sound spelt **ei**, **eigh**, or **ey**; **cious** or **tious** ending; endings **tial**/**cial**; ending in –**ant**, –**ance**/–**ancy**, –**ent**, –**ence**/–**ency**; words ending in –**able** and –**ible**, –**ably** and –**ibly**; words ending in –**fer**; **hyphens**; letter-string **ough**; **silent** letters; **homophones; common misspellings**
	I can **create antonyms** using **prefixes**
PUNCTUATION	
Revision:	**sentence types, proper nouns, commas for lists, apostrophes, speech marks, paragraphs**
	I can use **inverted commas** accurately with speaker's position anywhere within a sentence
	I write drop-clauses using **commas**, **dashes** or **brackets** as parentheses
	I separate **adverbial clauses** using a comma
	I use **colons** to mark the boundary between clauses: *It's sunny: I'm going out to play*
	I use **semicolons** to mark the boundary between clauses: *It's raining; I'm fed up*
	I use **dashes** to mark the boundary between clauses: *It's raining – I'm fed up*
	I use **colons and bullet points** for a list
	I use **semicolons** to demarcate within a list
	I punctuate **bullet points** with consistency
	I use **ellipses** to create suspense and to show missing words in a quote
	I use **hyphens** for **compound words** to avoid ambiguity: *man eating shark* or *man-eating shark*
GRAMMAR	
Revision:	**parts of speech, simple and progressive tense, verb/subject agreement, direct speech, pronouns**
	I can identify the **subject and object** of the sentence
	I can identify **main clauses**, **sub clauses** and **adverbial phrases**
	I use **perfect tenses** – past, present and future simple & progressive
	I can write defining and non-defining **relative clauses**
	I can write in the **passive voice**
	I can use direct and **reported speech**
	I can write 1st, 2nd and 3rd **conditionals**
	I can write **wishes** and **if only** statements
	I can use **question tags**
	I can use the **subjunctive mood**
	I use **modal verbs** of probability and permission
	I can identify and form **abstract** and **collective nouns**
WRITING	Different purposes (newspaper report, advertisement, brochure, etc.), letters, story writing (setting/character/plot), poetry, playwriting, non-

	fiction research cards, essays, powerpoint presentations, scientific and technical writing
	I can create settings and characters through imagery and adjectives
	I write **complex sentences** using subordinate conjunctions
	I write **compound sentences** and coordinating conjunctions
	I can make my writing more interesting by using **fronted prepositional phrases** for greater effect: *Throughout the stormy winter… Far beneath the frozen soil…;* **expanded "-ed" clause**: *Frightened of the dark, Tom hid under the bed all night;* **drop-in "-ed" clauses:** *Poor Tom, frightened by the fierce dragon, ran home and* ***starting sentences with –ing****: Running wildly, Bob...*
	I use **fronted prepositional phrases** for greater effect: *Throughout the stormy winter… Far beneath the frozen soil…*
	I use **connectives** to signpost and create cohesion within a text: order of sequence; time connectives; additional ideas; space and place; contrasting; exemplification; results; and to summarise
	I use **repetition for effect:** persuasion, suspense, emphasis
	I use layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs
	I can use both **informal v formal speech –** phrasal verbs
	I use alliteration to add texture to my writing
	I can identify, use and invent oxymoron
	I can use and understand **metaphors and similes**
	I use **rhetorical questions** in essay writing to add gravitas
	I can use **personification** to colour and imagery to my creative writing and poetry

Grade 6

PUNCTUATION	
Revision & consolidation:	● Commas for separating fronted adverbials, sub clauses and independent clauses ● Semicolons, colons and dashes for adding extra information (clause) ● Using parenthesis or double commas (drop in clause) ● Differentiated punctuation for sentences and bullet points
GRAMMAR	
Revision & consolidation:	● Perfect tenses versus simple tenses ● The passive voice ● Conditional statements ● Reported speech versus direct speech ● Complex sentence structures with subordinate and coordinating conjunctions; and subjunctive adverbs ● Pronouns in all the cases.
VOCABULARY	
Revision & consolidation:	● Use context clues and positioning to decode new words ● Root words, suffixes and prefixes ● Dictionaries and thesauruses ● Relationships between words: cause/effect, part/whole, item/category, etc. ● Distinguish between words of similar meaning but nuanced differences: selfish/miserly, brave/audacious, etc. ● Explore synonyms and antonyms to enrich language
The focus for Grade 6 is for students to apply the skills and knowledge they have learnt during K – G5 to projects that involve reading, writing and speaking.	
READING	Students should read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
Fiction	I make inferences supported by evidence in the text.
	I cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	I can determine a theme or central idea of a text and how it's conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	I explain how an author develops the point of view of the narrator or speaker in a text.
	I understand that characters in a novel can have biased or untrustworthy opinions as a means of developing the plot.
	I describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	I understand figurative language and why it has been used.

	I recognise connotative meanings and analyze the impact of a specific word choice on meaning and tone.
	I understand that the intended writing audience affects writing style.
	I compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	I make critical comparisons of like and unlike fictional texts and style.
	I study the setting, plot, and characterisation, and the effects of these.
	I understand how issues arise during a story or play and how these are resolved as the plot progresses.
Poetry	I recognise a range of poetic conventions.
	I understand the dynamics of a poem, including metre, rhyming scheme and how the poem has been written in stanzas.
Drama	I see how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.
	I understand how scenes form acts and how these acts are used to move the theme of the play forward towards a conclusion/resolution.
Non-fiction	I cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	I analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
	I select appropriate non-fiction texts to support my research
	I can cite and make direct quotes in my research, linking them to the source material.
	I analyze the use of text features (e.g., graphics, headers, captions) in popular media.
	I integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	I trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	I compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
WRITING	Students should engage in writing for different purposes: newspaper report, advertisement, brochure, letters, short-story writing, poetry, playwriting, essays, thesis, powerpoint presentations, scientific and technical writing.
Fiction	I write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	I engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	I use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.
	I select precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
	I provide a conclusion that follows from the narrated experiences or events.
	I can use literary tools such as alliteration, metaphor, similes and idiomatic language to add texture to my writing.
	I create characters who are able to speak in distinct voices and I create settings with distinct feelings.
	I develop an author‘s voice according to the audience.
	I am beginning to be able to use pace, metre and suspense to control the reader's journey through the writing.
Non-fiction writing	I write arguments to support claims with clear reasons and relevant evidence.
	I am able to understand other people’s point of view and counter argue these in my own writing.
	I support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
	I use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
	I establish and maintain a formal style.
	I amend the vocabulary, grammar and structure of my writing to improve its coherence and overall effectiveness.
	I provide a concluding statement or section that follows from the argument presented.
	I write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	I introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	I develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	I use appropriate transitions to clarify the relationships among ideas and concepts.
	I select precise language and domain-specific vocabulary to inform about or explain the topic.
Poetry	I express my feelings through poetry, using figurative language.

	I construct poems around standard formats: haikus, cinquain, sonnet, ode, etc.
	I create rhythm and metre through selected words while retaining meaning.
Drama	I apply accepted playwriting formats when writing a short play or scene.
Publishing	I can use desktop publishing programmes to publish my written work, going through the editing stages.
	I use graphics, pictures, textboxes, headings, subheadings, etc., to make the text easy to digest for the reader.
	I present my arguments and findings using multimedia devices and platforms.
Speaking & Listening	Students should have the opportunity to present their findings and opinions, join in debates, conduct interviews and be interviewed.
	I come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	I follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	I pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	I review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	I interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	I delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	I prepare and conduct interviews.
	I participate in drama performances.
	I engage in poetry readings, using pace, intonation, volume, mood, silence, stillness and action to convey the feeling of the poem.
	I present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
	I include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
	I adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CENTRAL POINT INTERNATIONAL ELEMENTARY SCHOOL
MATHS CURRICULUM

Aims: the **CASE for Maths**

- **CALCULATE:** develop fluency in the four number operations, both with mental recall and written problems.
- **APPLY:** relate math theory to everyday situations
- **SOLVE:** use math strategies and techniques to solve problems
- **EXPLORE:** the relationships between numbers

Subject areas:	**Delivery methods:**
• number sense • number operations (+,-, x, ÷) • decimals • fractions • negative numbers • measurement • geometry - properties of shapes and lines • geometry – position, direction and movement • statistics • ratio, proportion and rate • algebra • probability • data handling	• teacher demonstration • textbooks • games • puzzles • open investigations • problem solving • real-life situations • cross-curricular projects • online practice • flashcards • mental maths • math discussions • peer teaching • multimedia • songs

STATEMENTS OF ATTAINMENT

GRADE 1

	Grade 1
Number	
counting	I can count in steps of 2, or 10 from any number (1-100), forward and backward
	I can count in steps of 3 or 5 from 0.
	I find the number which is 1 or 10 more than (or less than) a given number within 100
Comparing	I can compare and order numbers from 0 up to 100; use <, > and = signs
Number sense	I can read and write numbers to at least 100 in numerals and in words
	I can recognise the place value of each digit in a two-digit number
	I can use place value and number facts to solve problems
	I use ordinal numbers to order objects and groups
Addition & subtraction	I solve a 1-step word problem involving addition or subtraction
	I can write a number bond and a number sentence for a given situation involving addition or subtraction
	I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	I write a family of two addition facts and two subtraction facts for a given number bond
	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: TU+U, TU+T, TU+TU and U+U+U
	I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
	I can solve problems with addition and subtraction, using concrete, pictorial and abstract representations
	I can recognise and use the inverse relationship between addition and subtraction to solve missing number problems
Multiplication &	I recall and use multiplication and division facts for the 0, 1, 2, and

Division	10 multiplication tables, including recognising odd and even numbers
	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
	I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
	I solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
	I can identify a doubles fact
Patterns	I predict the next number in sequences that involve the four number operations.
Fractions	I can recognize and name one half of a whole which is divided into 2 equal parts
	Recognize and name one quarter of a whole which is divided into 4 equal parts
	I can recognise, find, name and write fractions 1/3, 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity (Introduce concept)
Measurement	
Length	I arrange the objects according to their lengths
	I estimate and measure the length of an object in non-standard units, and relate it to cm/m
	I estimate and measure length/height in (m/cm) using a meter rule, and rulers
	I can compare the lengths of two or more objects using standard measurements
Mass	I estimate and measure the mass of an object in non-standard units, and later relate it to kg/g
	I compare the masses of two or more objects
	I estimate and measure mass in (kg/g) using scales
Temperature	I estimate and measure temperature in °C using a thermometer
Time: Calendar	I can know the number of minutes in an hour and the number of hours in a day
	I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
	I can read a calendar
	I can read and write the date

Money	I can find different combinations of coins that equal the same amounts of money (CZK/EUR) up to 100
	I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
GEOMETRY	
2D	Recognize and name the basic plane shapes: squares, rectangles, triangles, pentagons, hexagon, octagon, oval, circle, trapezoid, rhombus, diamond, star, heart, etc.
	I can count the sides and the corners of a plane shape
	I can fit suitable pieces together to make a plane shape
3D	I recognize and name the basic solid shapes: cube, rectangular prism, triangular prism, triangular pyramid, square pyramid, cone, cylinder, hexagonal prism
	I classify plane or solid shapes according to one of these attributes: shape, size or color
	I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces (Introduce concept)
	I can identify 2-D shapes on the surface of 3-D shapes, compare and sort common 2-D and 3-D shapes and everyday objects.
Directions	I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of quarter and half
Patterns	I can order and arrange combinations of mathematical objects in patterns and sequences.
STATISTICS	
	I can conduct a simple survey
	I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables
	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

STATEMENTS OF ATTAINMENT

GRADE 2

Number	
counting	I can count from 0 in multiples of 4, 25, 50 and 100
	I can find 1, 10, or 100 more or less than a given number
	I can read and write numbers up to 1000 in numerals and in words
Comparing	I can compare and order numbers up to 1000
Number sense	I can recognise the place value of each digit in a three-digit number
Addition & subtraction	I can add and subtract numbers mentally, including: HTU+U, HTU+T and HTU+H
	I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
	I can recognise and use the inverse relationship between addition and subtraction to solve missing number problems and check answers
	I can use a part-whole bar model or a comparison bar model to represent an addition or subtraction situation
	I can solve 1 and 2-step word problems involving addition and subtraction.
Multiplication & Division	I recall and use multiplication and division facts for the 3, 4, 5, 6 multiplication tables
	I can understand and use the commutative and (extension) distributive properties of multiplication
	I can multiply and divide numbers by 10 & 100
	I can solve a 1-step word problem involving multiplication
Patterns	I can create and continue number patterns
Decimals	I count up and down in tenths; add and subtract tenths, and use a number to create a whole
	I recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
Fractions	I can recognize and name a unit fraction up to 1/12
	I can compare and order unit fractions, and fractions with the same denominators

	I can divide whole numbers using simple fractions: 1/2 of 6 = 3, ¼ of 8 - 2
	I can recognise simple equivalent fractions of 2/4 and 1/2. (¼s)
	I can find the fraction that must be added to a given fraction to make a whole
	I can recognise, find and write fractions of a set of objects: unit fractions and non-unit fractions with small denominators
	I can add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] up to a whole
Measurement	
Length	I can measure, compare, add and subtract: lengths (m/cm/mm) & km (not measuring).
	I can choose an appropriate unit of measure when measuring lengths.
	I can measure the length of a line segment in (m/cm)
	I can draw a line segment of a given length
	I can measure the perimeter of simple 2-D shapes
	I can solve up to 2-step word problems involving length.
Mass	I can measure, compare, add and subtract: mass (g/kg) (Digital scales to the exact gram, spring scales to the nearest 100 kg depending on the scales/differentiation, balance scales to the gram)
	I can solve up to 2-step word problems involving mass.
Volume/Capacity	I can measure, compare, add and subtract: volume/capacity (l/ml) (To the nearest 100 ml/10ml depending on the measuring jug)
Time: Calendar	I can tell and write the time from an analogue clock to the nearest 5 minutes (differentiate according to ELL levels)
	I can estimate and read time with increasing accuracy to the nearest minute;
	I can record and compare time in terms of seconds, minutes and hours
	I can use a.m. and p.m. in telling time (introduce the concept of 12 - 12/ midnight & noon)
	I know the number of seconds in a minute and the number of days in each month, year and leap year
	I can find the duration of a time interval.
	I can solve problems involving time durations and timetables.

Money	I can read and write an amount of money in decimal notation
	I can count and tell the amount of money in a set of notes and coins.
	I can change dollars to cents and vice versa.
	I can compare amounts of money in dollars and cents.
	I can give change for a purchase paid with $10 or 10 euro and the nearest 10 cents and change from $1, etc.
	I can find different combinations of coins that equal the same amounts of money
	I can solve a 1-step word problem involving money.
GEOMETRY	
Lines	I can identify a line segment and a curve.
	I can identify a semicircle and quarter circle.
2D	I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
	I can draw 2-D shapes
3D	I can recognise 3-D shapes in different orientations and describe them (flat and curved surfaces)
	I can identify the faces, edges, and vertices of a solid object in the shape of a cube, cuboid, cone, cylinder, or sphere
Angles	I can identify how many angles in a plane shape
Patterns	I can continue a pattern of plane (2D) or solid (3D) shapes according to one or two of these attributes: shape, size, color, and orientation
STATISTICS	
	I can interpret and present data using bar charts
	I can make a picture graph with a scale
	I can solve one-step and two-step questions (for example, ‘How many more?’ and ‘How many fewer?’) using information presented in bar charts and pictograms and tables
	I can read and interpret a picture graph or bar chart with a scale

STATEMENTS OF ATTAINMENT

GRADE 3

Number	
counting	I can count in multiples of 6, 7, 9, 25 and 1000
	I can find 1000 more or less than a given number
Comparing	I can order and compare numbers beyond 1000
Number sense	I can recognise the place value of each digit in a four-digit number
	I can identify, represent and estimate numbers using different representations
Rounding	I can round any number to the nearest 10, 100 or 1000
Negative numbers	I can calculate the difference between negative and natural numbers
Addition & subtraction	I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
	I can estimate and use inverse operations to check answers to a calculation
	I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
	I can use rounding as a strategy for mental arithmetic.
Multiplication & Division	I can recall multiplication and division facts for multiplication tables up to 12 × 12
	I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
	I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout
	I can multiply single and double digit numbers by 10 or 100
	I can divide 100s and 1000s by 10
	I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
Patterns	I can continue number sequences for natural numbers
Decimals	I can recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to ¼, ½

	and ¾
	I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
	I can round decimals with one decimal place to the nearest whole number
	I can compare numbers with the same number of decimal places up to two decimal places
Fractions	I can count up and down in hundredths
	I can recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
	I can recognise and show, using diagrams, families of common equivalent fractions and convert the fraction into the simplest form
	I can add and subtract fractions with the same denominator
	I can add and subtract fractions with unlike denominators
	I can compare fractions with different denominators
Measurement	
Length	I can convert measurements into mm, cm, m and km
	I can add and subtract different lengths and distances
Area & perimeter	I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares
Mass	I can convert grams into kilograms and vice versa
	I can add and subtract different weights
Volume/Capacity	I can convert litres into millilitres and vice versa
	I can add and subtract different volumes and capacities
Time: Calendar	I can convert between different units of measure (e.g. Hours to minutes)
	I can read, write and convert time between analogue and digital 12- and 24-hour clocks
	I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
Money	I can solve simple measure and money problems involving fractions and decimals to two decimal places
	I can solve money problems using Euros/Dollars/Pounds and Czech crowns up to 1000, etc.

GEOMETRY	
Lines	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines
Plotting	I can describe positions on a 2-D grid as coordinates in the first quadrant
	I can plot specified points and draw sides to complete a given polygon
Transformations	I can describe movements between positions as translations of a given unit to the left/right and up/down
2D	I can compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes
Symmetry	I can identify lines of symmetry in 2-D shapes presented in different orientations
	I can complete a simple symmetric figure with respect to a specific line of symmetry.
Angles	I can identify acute and obtuse angles and compare and order angles up to two right angles by size
	I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn
STATISTICS	
	I can interpret and present bar charts and line graphs
	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
	I make surveys, gather information, make tally tables, draw bar graphs using information gathered, creating questions and answers from the graphs

STATEMENTS OF ATTAINMENT

GRADE 4

Number	
counting	I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
Comparing	I can read, write, order and compare numbers up to 1 000 000 and determine the value of each digit
Number sense	I can identify the value of each digit in numbers given to three decimal places
	I can recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})
Rounding	I can round any number up to 1 000 000 to the nearest 10, 100, 1000
	I can round decimals from to 2DP
Negative numbers	I can use negative numbers in context, and calculate intervals across zero
	I can add and subtract equations involving negative numbers
Addition & subtraction	I can add and subtract whole numbers with more than 4 digits, including using formal written methods
	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
	I can solve addition and subtraction multi-step problems in contexts, deciding methods to use and why
	I check my answers using inverse operations
Primes, multiples and factors	I can know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
	I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
	I can establish whether a number up to 100 is prime and recall prime numbers up to 19
Multiplication & Division	I can multiply and divide numbers mentally drawing upon known facts
	I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
	I use partitioning and rounding to mentally calculate multiplications
	I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
	I can solve problems involving multiplication and division including using their knowledge of factors and multiples
Order of	I can use my knowledge of the order of operations to carry out

operations	calculations involving the four operations with two part equations
Patterns	I can generate and describe linear number sequences
Decimals	I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
	I can round decimals with two decimal places to the nearest whole number and to one decimal place
	I can read, write, order and compare numbers with up to three decimal places
	I can solve problems involving number up to three decimal places
	I can carry multiplication, subtraction, addition and division with decimals
Fractions	I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
	I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
	I can compare and order fractions whose denominators are all multiples of the same number
	I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
	I can add and subtract fractions with the same denominator and denominators that are multiples of the same number
	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
	I can read and write decimal numbers as fractions
Percentages	I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
	I can solve problems which require knowing percentage and decimal equivalents of ½ , ¼ , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25
Ratios	I can calculate amounts to simple ratios and rates
Probability	I can represent the probability of an event using fractions or percentages or language statements
MEASUREMENT	
Length	I can convert between different units of metric measure
	I can use, read, write and convert between standard units: mm, cm, m, km
	I can measure using a variety of rulers/tapes
Area & perimeter	I can use the properties of rectangles to deduce related facts and find missing lengths and angles

	I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
	I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
Mass	I can use, read, write and convert between standard units: g, kg
	I can estimate and weigh using a variety of scales
Volume/Capacity	I can estimate volume and capacity
	I can use, read, write and convert between standard units: ml, L
Time	I can perform simple math operations (+, -, ÷, x) for times
	I can use, read, write and convert between standard units: seconds, minutes, hours, days, months and years
	I can read timetables
	I can calculate time intervals
Money	I perform all four math operations for money up to 2DP
GEOMETRY	
Lines	I can draw parallel, perpendicular, intersecting lines
Plotting	I can describe positions on positive coordinates
Transformations	I can identify, describe and represent the position of a shape following a reflection or translation
2D	I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles
	I compare and classify geometric shapes based on their properties and sizes
3D	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations
Symmetry	I can recognise lines of symmetry in shapes
Angles	I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
	I can identify angles at a point and one whole turn (total 360°); at a point on a straight line and ½ a turn (total 180°)
	I can draw given angles, and measure them in degrees (°)
	I can identify other multiples of 90°
STATISTICS	
	I can interpret and present bar charts, line graphs and pie charts

	I can construct bar chart and line graphs, necessary gathering data
	I can computer generate pie charts
	I can calculate and interpret the mean, median, and range as an average
	I can solve logic problems based on given data

STATEMENTS OF ATTAINMENT

GRADE 5

Number	
counting	I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
Comparing	I can recall and use equivalences between simple **fractions**, **decimals** and **percentages**.
Number sense	I can identify common **factors**, common **multiples** and **prime numbers**
	I can identify the value of each digit in numbers given to three decimal places
Rounding	I can round any whole number to a required degree of accuracy
	I can round decimals from to 2DP, 1DP and whole numbers
Negative numbers	I can use negative numbers in context, and calculate intervals across zero
	I can add and subtract equations involving negative numbers
Addition & subtraction	I can solve addition and subtraction multi-step problems (up to 3 steps), explaining my choices
	I use partitioning, rounding and estimation for mental calculations.
	I check my answers using inverse operations
Multiplication & Division	I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
	I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
	I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, giving the answer up to 1DP
	I can multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
Order of operations	I can use my knowledge of the order of operations to carry out calculations involving the four operations
Patterns	I can generate and describe linear number sequences
Decimals	I can multiply one-digit number with up to two decimal places by whole numbers

	I can multiply two numbers involving two decimal places
	I can use written division methods in cases where the answer has up to two decimal places
Fractions	I can use **common factors** to **simplify** fractions
	I can use **common multiples** to express fractions in the same denomination
	I can compare and order fractions, including fractions > 1
	I can add and subtract fractions with different denominators and mixed numbers, using the concept of **equivalent fractions**
	I can multiply simple pairs of proper fractions, writing the answer in its simplest form
	I can divide proper fractions by whole numbers
	I can associate a fraction with division and **calculate decimal fraction equivalents** [for example, 0.375] for a simple fraction
Percentages	I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
	I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
Ratios	I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
Algebra	I can use simple formulae
	I can express missing number problems algebraically
	I can find pairs of numbers that satisfy an equation with two unknowns
	I can use, solve and generate equations using number sustitutions
Probability	I can represent the probability of an event using fractions or percentages
	I can predict outcomes using probility ratios
MEASUREMENT	
Length	I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
	I can use, read, write and convert between standard units: mm, cm, m, km
	I can measure using a variety of rulers/tapes
Area & perimeter	I can recognise that shapes with the same areas can have different perimeters and vice versa
	I can recognise when it is possible to use formulae for area and

	volume of shapes
	I can calculate the area of parallelograms and triangles
	I can calculate the area of compound shapes
Mass	I can use, read, write and convert between standard units: mg, g, kg
	I can estimate and weigh using a variety of scales
Volume/Capacity	I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units
	I can use, read, write and convert between standard units: ml, L
Time	I can perform simple math operations (+, -, ÷, x) for times
	I can use, read, write and convert between standard units: seconds, minutes, hours, days, months and years
	I can read timetables
	I can calculate time intervals
Money	I can convert between common currencies
	I perform all four math operations for money up to 2DP
GEOMETRY	
Lines	I can recognise the number of **diagonals** in a polygon
	I can draw parallel, perpendicular, intersecting lines
Plotting	I can describe positions on the full coordinate grid (all four quadrants)
Transformations	I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes
	I can rotate shapes
	I can enlarge shapes given a simple ratio
2D	I can draw 2-D shapes using given dimensions and angles
	I compare and classify geometric shapes based on their properties and sizes
Circles	I can recognise parts of a circle: radius, diameter, circumference
	I can calculate the area and circumference of a circle where Pi is 3.1
3D	I can recognise, describe and build simple 3-D shapes, including making **nets**
Symmetry	I can recognise lines of symmetry in shapes

	I can identify rotational symmetry
Angles	I can find unknown angles in any triangles, quadrilaterals, and regular polygons
	I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
STATISTICS	
	I can interpret and present bar charts, line graphs and pie charts
	I can calculate and interpret the mean as an average
	I can calculate rate as an average for speed, earnings, etc.
	I can sort objects using a flow chart
	I can organise data using Venn and Carol diagrams

STATEMENTS OF ATTAINMENT

GRADE 6

The number system	**Pupils should revise the computation techniques and problem solving strategies learnt in Grade 5 before progressing:**
Comparing	I can understand that fractions, decimals, percentages represent the same values on a number line.
	I can order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ≠, , ≤, ≥.
Number sense	I can use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property.
	I can understand the place value for decimals and integers of any size.
	I can appreciate the infinite nature of the sets of integers, real and rational numbers.
Rounding	I can round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures].
	I use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation.
Negative numbers	I understand that positive and negative numbers are used together to describe quantities having opposite values (e.g., temperatures, bank balances); I can use positive and negative numbers in real-world contexts, explaining the meaning of 0 in each situation.
	I recognize the opposite of the opposite of a number is the number itself, e.g., (–3 is opposite to 3).
	I write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 ^{o}C > –7 ^{o}C to express the fact that –3 ^{o}C is warmer than –7 ^{o}C.*
	I can plot in all four quadrants, working out relative distances involving negative numbers.
	I use my knowledge of negative numbers to code and control ICT robots and computer models.
	I can calculate all four number operations (+, -, x, ÷) using negative and positive numbers.
Number operations (addition, subtraction, multiplication &	I can use the four operations, including both long and short methods, for all integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative.

division)	
	I recognise and use relationships between operations including inverse operations.
	I use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations.
Order of operations	I can write math statements using conventional notation for the priority of operations, including brackets, powers, roots and reciprocals.
Fractions	I can use fractions to solve written math problems.
	I can add, subtract, multiply and divide unlike fractions.
	I recognise the equivalence between fractions, percentages, decimals and proportional ratios.
	I am able to find common multiples, factors and simplest forms.
Percentages	I define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express one quantity as a percentage of another, compare two quantities using percentages, and work with percentages greater than 100%.
	I can interpret fractions and percentages as operators.
Ratios & proportions	**Pupils should revise how to represent and calculate ratios and proportions learnt in Grade 5 before progressing to the learning targets below.**
	I understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar."*
	I understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction.
	I use scale factors, scale diagrams and maps.
	I use ratio notation, including reduction to simplest form.
	I can divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio.
	I can find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
	I solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics.
	I relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions.

	I solve unit rate problems including those involving unit pricing and constant speed.
	I use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Algebra	**Pupils should revise the pre-algebra skills learnt in Grade 5 before progressing to the learning targets below.**
Replacement	I can use and interpret algebraic notation, including: ab in place of a × b, 3y in place of y + y + y and 3 × y, a2 in place of a × a, a3 in place of a × a × a; a2 b in place of a × a × b, b/a in place of a ÷ b, and coefficients written as fractions rather than as decimals.
Substitute	I can substitute numerical values into formulae and expressions, including scientific formulae.
Simplify	I simplify and manipulate algebraic expressions to maintain equivalence by collecting like terms, multiplying a single term over a bracket, taking out common factors, expanding products of two or more binomials.
	I apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y).*
Model	I model situations or procedures by translating them into algebraic expressions or formulae and by using graphs.
	I work with coordinates in all four quadrants.
	I recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane.
Expressions & equations	**Pupils should revise how to interpret and simplify equations.**
	I interpret mathematical relationships both algebraically and graphically.
	I perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6\ s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.*
	I use algebraic methods to solve linear equations in one variable.
	I use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.
	I solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
	I generate terms of a sequence from either a term-to-term or a position-to-term rule.

	I recognise arithmetic sequences and find the nth term.
	I recognise geometric sequences and appreciate other sequences that arise.
	I use algebraic formulae when coding programs such as Scratch that use variables and a set of defined conditions.
Probability	**Pupils should revise how to express and calculate chance outcomes learnt in Grade 5 before progressing to the learning targets below.**
	I record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale.
	I understand that the probabilities of all possible outcomes sum to 1.
	I generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities.
Geometry & Measures	**Pupils should revise the standard units of measurements and basic properties of shapes learnt in Grade 5 before progressing to the learning targets below.**
Knowledge	I use standard units of mass, length, time, money and other measures, including decimal quantities .
	I can change freely between related standard units [for example time, length, area, volume/capacity, mass].
Area, volume & perimeter	I derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders).
	I calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes.
	I can calculate the area of complex compound shapes.
Lines	I draw and measure line segments and angles in geometric figures, including interpreting scale drawings.
Construct and label	I describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric.
	I use the standard conventions for labelling the sides and angles of triangle ABC.
	I derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using

	appropriate language and technologies.
	I use ICT to construct 2D and 3D shapes to set dimensions.
Plotting	I can describe positions on the full coordinate grid (all four quadrants).
Transformations	I identify properties of, and describe the results of, translations, rotations and reflections applied to given figures.
3D	I represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures.
	I use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D.
Angles	I apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles.
	I understand and use the relationship between parallel lines and alternate and corresponding angles.
	I derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons.
STATISTICS	**Pupils should revise the standards concerning charts and graphs learnt in Grade 5 before progressing to the learning targets below.**
	I recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
	I understand that a set of data collected to answer a statistical question has a distribution, which can be described by its centre, spread, and overall shape.
	I describe, interpret and compare observed distributions of a single variable through appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers).
	I construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data, dot plots, histograms and box plots.

CENTRAL POINT SCIENCE CURRICULUM

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Learning theme	**Plants & Animals (L)** **The water cycle (E)** **Properties of matter (PH)**	**The food chain (L)** **Rocks and minerals (E)** **Force and motion (PH)**	**Adaptation & habitat (L)** **The solar system (E)** **Light & sound (PH)**	**The human body (L)** **Climate & weather (E)** **Solids, liquids & gases (PH)**	**Animal classification & evolution (L)** **Electricity/Simple machines (E)** **Resources (PH)**
Life Science (L) *Students use research, observation and classification to learn about the world around them*	• Classify animals according to group and categorize the groups according to what they eat, where they live, etc. • Identify characteristics of an animal (heart, lungs, bones, muscles etc.) • Identify what animals need to grow. • Identify what animals eat and how they obtain food. • Identify why the correct habitat is crucial to the survival of an animal. • Identify the basic animal reproduction concepts: giving birth to a baby vs. laying eggs. • Identify the life cycle of a frog (egg stage, early tadpole, froglet and adult frog). • Identify the parts of a seed and the life cycle of a plant (seed coat, stored food (cotyledon), baby plant (embryo) • Identify different parts of a plant. (seed, roots, stems, sprouts, leaves etc.)	• Identify organisms in a food chain and describe how they are connected. • Identify that a food chain starts with the sun, then plant life and ends with an animal. • Identify the sun as the source of energy for food chains. • Introduce the food chain and define, producers, consumers, decomposers • Introduce vocabulary and give examples of each: herbivore, carnivore, and omnivore • Draw, label and understand how the food chain operates • Why is the food chain important to life? • Can the food chain break? If so, what would happen? • Has the food chain changed over time? • Identify a predator as animals or organisms that kill and eat other organisms. Prey are organisms killed and	• Define the term habitat. • Discuss an animal‘s need for air, food, water, shelter and space. • Explain that together, these items create a habitat. • List and describe characteristics of different habitats (grassland, wetland, desert, Arctic tundra, and forests) • Allow the children to classify animals according to their habitat. • Recognize an animal has everything it needs from its habitat. • Understand why certain animals need to live in a given area. • Understand the importance of preserving each habitat. • Discuss what would happen if an animal can’t get what it needs from its habitat. • Look at a world map and identify the location of each habitat.	• Identify the main body systems *(nervous, circulatory, respiratory, digestive, skeletal, muscular)* • Locate and name key bones • Locate and name key muscles • Determine the function of each body system • Look at the relationship between body systems • How do the key organs work? What happens if they stop working? Are they replaceable? • What things can improve or deteriorate these body systems? • Research diseases that affect the body systems • What is the digestive system? How does it work? • What other parts of the body are involved in the digestion process starting with the month(teeth, saliva, tongue etc) and working through the body.	• Introduce Darwin’s theory of evolution and natural selection. • Consider how survival of the fittest and genetic accidents may have helped animals evolve (giraffe’s neck, etc.) • Discuss the ways in which animals have adapted to suit their environment, including humans, and this has affected their evolutionary process – Darwin’s finches. • Investigate how every organism has a niche within an ecosystem. • Recognise that animals, plants and microorganisms can be classified according to their features. • Sort animals into insects, amphibians, reptiles, mammals, birds, etc. using tree/flow diagrams. • Explore how mammals branch into families, canines, monkeys, etc. and the common features they have. • Sort plants into the main categories based on observations of flowers, leaves and seed dispersal.

	• What function does each part play on a plant's development • Identify what plants need in order to grow. • Identify what plants eat – how they make their own food. • What happens to a plant if one of its parts gets damaged? • Identify uses of plants (food, medicine etc.) • How do plants and animals differ from each other? For example, plants make their own food and animals obtain their food. • How many teeth do humans have? How many do animals have? • Identify different types of teeth and their use. Ex.molars, premolars, incisors, and canine. • What can we learn from looking at the teeth of animals?	eaten by other organisms. Organisms in the environment rely on other organisms for food. • Identify and give examples of predator and prey species • Consider aquatic predator vs. prey relationships • Identify defensive traits such as camouflage, countershading, schooling and changes in external anatomy • Consider predator vs, prey relationship and the ecosystem • Identify a variety of behaviors animal display during predator – prey relationships. Explain these behaviors are adaptations to survive.	• Children will select, research, write and report on a habitat by identifying global position, weather conditions, typical vegetation and animals for the selected region (hunters or prey) • Define adaptation and identify adaptation skills of several animals. • Recognize that every animal has special adaptation features to survive in its habitat. • Discuss behavioral and structural adaptations. • Identify specific animals and specific features, which help the animal adapt to its habitat ex. camouflage, fur, claws, and teeth, etc. • Introduce an animal and have the children figure out the adaptation features of the animal. • What does an animal need to live on land or in water? • What happens if an animal doesn't adapt? • Animals survive by adapting within the framework of their habitat. • Identify how animals adapt to seasonal and climate changes within their habitat. • Describe behavioral, physical, and chemical adaptations animals make	• Explain the digestive process from start to finish. • What foods digest better or worse than others. • How does digestion affect our bodies energy, health and well-being? • What can help our digestive system work better. • Define a healthy lifestyle • What things improve or damage a lifestyle? • Why is a healthy lifestyle important? • What are the benefits of living a healthy lifestyle? • Do you live a healthy lifestyle? • What ways can we improve our lifestyle? • Set health goals and make a health improvement plan	• Place humans on the animal classification chart and find their nearest ancestors. • Look at Aristotle's methods of classification and observational science, discussing why they are important today. • Recognise the different stages of life in animals (including humans) and plants. • Know that reproduction is part of the life cycle. • Investigate how genes and DNA carry the programs of life and physical/mental traits. • Understand that genes are hereditary and they are passed from both parents to child. • Discuss the importance of DNA maps and genetic research for future medical breakthroughs.

			in order to survive (e.g., migration, hibernation, camouflage, adaptation, dormancy). • Discuss how a particular animal would need to adapt if it moved to a different habitat. • Perform the bird beak experiment to demonstrate bird adaptations. • Do humans need to adapt? If so, how and why?		
Earth Science (E) *Students investigate their place in the world around them and the conditions necessary for life*	• Classify the water cycle. • Identify the terms used to describe a water cycle (water vapor, evaporation, condensation, precipitation). • How important is a water cycle to the environment and earth. • How does the water cycle help to sustain the life of living things in nature. • What happens if the water cycle gets interrupted? • Study how water different parts of the world consume, gather or produce water for living? In the desert? On the Plateau? Etc. • Discuss water management and our responsibility to conserve water. • Discuss ways to conserve water by recycling, reusing and filtration.	• Differentiate between rocks and minerals. • Study rock formation and identify the cycle of a rock. • Classify rocks and minerals by their properties (hardness, color, luster, streak, density, permeability etc.) • Identify conditions associated with the formation of sedimentary, igneous, and metamorphic rocks. • Use the vinegar test to determine if a rock is made of calcite. • Identify uses for certain rocks including filtration. • Identify soil and its composition (rock particles, living organisms and the remains of dead organisms).	• Understand what comprises our solar system. • Name the planets and compare their properties and distances from the sun. • Describe the orbits of Earth, moon, and the Sun. • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • Explain that unsupported objects fall towards the	• Distinguish between climate and weather • Describe the various climate zones • Locate various climate regions on a map • Given a location or region explain what the climate is like • Define climate change • Explain or create a model of the greenhouse effect • Identify various causes of global climate change • What are the effects of climate change? How do we know climate change is occuring? • Identify your carbon footprint and determine ways to reduce your carbon footprint • What does the average person do that adds more greenhouse gases to our atmosphere?	• Explore how natural resources are distributed around the world. • Learn how natural resources are formed. • Discuss the differences between renewable and nonrenewable resources. • Examine the correlation between industrialization and the need for natural resources. • Look at ways we can preserve our natural resources – fish stocks, jungles, crops, water, etc. • Explore the negative impact fossil fuels have on the climate. • Revise the water cycle and how water is brought to our homes. • Examine rainfall in different climate zones. • Produce a representational map showing the water consumption in developed/developing countries and how the water is used.

		• Use a magnifying glass to look are various types of soil. • Identify soil according to color, texture, capacity to hold water and particle types.	Earth because of the force of gravity acting between the Earth and the falling object.	• Identify weather conditions specific to different regions such as hurricanes, tornadoes, typhoons, blizzard, drought, etc. • Identify conditions that support these weather conditions. • Identify the locations of these weather conditions. • Has weather changed over time? What are the indicators? Is it better or worse for our environment? • Why do we need to learn from the changes of the weather? What do we learn from it? Why do scientists study the extreme weather?	• Discuss what causes water shortages – natural (drought) versus manmade (global warming). • Examine the economic, social and health impact of water shortages and poor sanitation. • Suggest ways in which we can conserve water and help poorer nations gain access to clean water. • Revise the differences between naturally occurring and produced resources. • Link the properties of materials – hardness, solubility, transparency, combustibility, insulation, conductivity, magnetism, etc. and ways in which they are prized by societies. • Explore the concept that materials can be combined to create synthetic materials with more desirable properties. • Investigate the different materials around the school and their countries of origin.
Physical Science (PH) *Students perform hands-on experiments involving observing, hypothesizing, fair testing, changing variables and recording, to understand the forces that govern their environment*	• Identify differences between solids and liquids. • Where can they be found in the environment? • Describe melting and dissolving and give everyday examples. • Experiment and identify a variety of materials and determine which materials will and won‘t dissolve in a liquid.	• Observe, describe and compare human movements and the movement of objects in terms of speed and direction. • Identify the force behind a variety of moving toys & objects. • What makes an object travel fast or slow? What makes an object stop? Why?	• Understand we need light to see and that light comes from many sources, including the Sun. • Recognize light travels in a straight line. Is it possible to change the direction of a ray of light? • Identify, discuss and experiment with refraction.	• Identify common solids, liquids and gases • Learn how the molecular structure and bonding is different for solid liquids and gases • Experiment with a liquid’s viscosity and the rate it evaporates • Experiment with rates of evaporation by changing key variables: time, heat, place, etc.	• Introduce the concept of how electricity is produced and transported into homes. • Investigate materials that make good conductors and insulators. • Build serial and parallel circuits, including bulbs, buzzers, motors, switches etc. and represent them using conventional symbols. • Construct an electrical circuit within a model that has some function. For example, a

	• Try to separate undissolved solids from a solution. • Turn salt water into drinking water. • Identify significant temperatures such as freezing and boiling points. • Use a thermometer to record and measure changes in temperature in various states of matter and in different situations • Record the results on a graph	• Explore ways to make an object stop or move faster/slower • Can objects change form or temperature after or during movement? Why and how? • Consider how friction, gravity, and slope play a role in movement. Observe, predict, record, and hypothesize. • Discuss how spring can measure force and how to record it using newtons. • Explore water and air resistance	• Understand shadows form when light traveling from a source gets blocked by an object. • Grasp how the position of the Earth/Sun effects the direction and length of shadows during the day. • Track a shadow throughout the day and record the data. • Can an object have more than one shadow? How? • Explore the opacity of different materials and their uses. • Discuss and identify the terms reflect and absorb and find different examples. • Make a sun dial. • Identify how vibrations create sounds. • Recognize that vibrations from sounds require and travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced the sound. • Find patterns between the volume of a sound and the strength of the vibrations that produced the sound. • Experiment with altering pitch and volume. • Recognize that sounds get fainter as the distance from the sound source gets greater.	• Explore how a gas can be changed into a liquid through condensation and distillation. • Explore the freezing points of different liquids • Discuss what is meant by reversible and irreversible changes for states of matter (burning/cooking) • Experiment with chemical reactions to create a miniature space rocket. • Create solutions to see if all solids are soluble • Test the saturation point of water by adding salt. • Sort solids from solutions using filters. • Extract solids (salt) from liquids using evaporation. • Discuss how different materials are suited to different purposes due to their properties. • Create a ‘states of matter’ map for gases, liquids and solids, showing the energy that changes one matter into another.	burglar alarm, electric car, mini-robot, doorbell, etc. • Understand the attraction and repulsion of magnets and their uses, including electro magnets. • Investigate sources of renewable energy, including the pros and cons. • Learn the dangers of electricity and how to stay safe. • Define and discuss Newton’s three laws of motion. • Display an understanding of gravity and how it exerts a force on object around us. • Understand that force creates a counter force, and that forces can be measured. • Explore momentum, inertia and force using simple machines and constructions. • Investigate the forces of friction and resistance and their uses. • Recognise that simple machines such as pulleys, ramps, levers, wedges, etc. can reduce the amount of force required to move an object. • Identify simple machines in the school environment. • Explore how compound simple machines are used to make a bicycle.

			• Select things in the classroom and test the sound and length of the vibration. • Have children listen to and identify various sounds. • Go on a sound walk and then sit and listen to sounds blindfolded. • Identify various sounds scary sounds, happy sounds, relaxing sounds, favorite sounds, scary sounds, etc. • Identify sound that indicate danger.		

CENTRAL POINT SOCIAL STUDIES CURRICULUM

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Learning theme	**(Com)** Community **(Egy)** Ancient Egypt **(Is)** Islands (DBV) Democratic beliefs and values	**(Gc)** Global challenges **(Inv)** Inventions **(J)** Japan (DBV) Democratic beliefs and values (AC) American citizenship	**(Ex)** Explorers **(NA)** North America **(VR)** The Velvet Revolution (USH) History of USA (HoI) History of Iowa (DBV) Democratic beliefs and values	**(Im)** People on the Move (USH) History of USA (HoI) History of Iowa **(Az)** Aztecs & Conquistadors **(SA)** South America	**(Gr)** Ancient Greece **(FR)** French Revolution **(W)** The world: why are some countries rich/poor? **(GS)** Gender Studies (DBV) Democratic beliefs and values, (USH) History of USA	**(TC)** A tale of two cities: New York and Mumbai. (Split into history and geography lessons) **(LS)** Life skills **(O)** Oceans and seas **(C)** Coastal and features (AC) American citizenship, (USH) History of USA
Developing chronological understanding	● Students produce timeline of their own lives **(Com)** ● Place Ancient Egypt on a timeline of major world events BC and AD. **(Egy)** ● Students imagine a timeline for an imaginary island from the time of dinosaurs until now (arrival of animals, people, houses, tourists, etc.) **(Is)**	● Timeline of human's time on Earth compared to other species and global warming as a modern crisis. **(Gc)** ● Timeline of major inventions and concepts (farming, cooking, etc.) **(Inv)** ● Comparison of a timeline for Japan and the Czech Republic. **(J)**	● Timeline of famous explorers, highlighting the golden age of exploration. **(Ex)** ● Europeans and America, Laif Ericsson, Christopher Columbus and America (Ex, USH) ● Discussion and timeline of the key events that shaped North America. **(NA)** ● Students highlight key events in Czech history from Slav settlement to the	● Link waves of immigration to the US with events in Europe and the rest of the world. Specific place of Iowa in immigration from Bohemia; Antonín Dvořák (Czech composer) and his stays in Spilville, Iowa **(Im, HoI)** ● Comparing events in the Czech Republic, Europe, Asia, etc. with the time of the Aztecs. **(Az)** ● Produce a timeline of key events in South America. Discussion	● Placing Ancient Greece on a timeline of world events, discussion how long the Greeks lasted compared to the Egyptians **(Gr)** ● Placing the 10 major events that led up to the French Revolution on a timeline. Time-connection of French Revolution and creation of USA **(FR, USH, DBV)** ● Produce a timeline for the case study of Kenya. Discussion of	● Create a timeline for both New York and Mumbai from first human settlement to the modern day.**(TC, USH)** ● Compare and contrast the timelines for the two cities. Discuss where the cities mirrored each other's development, and where they diverged. **(TC, USH)** ● Find cities in other continents that have a similar history to Mumbai and that have

			establishment of the Czech Republic. **(VR)**	of the difference between a key event and a famous event. **(SA)**	events led to the country becoming richer or poorer. **(W)**	a similar history to New York. **(TC)** ● Students create a timeline of their past and their future. What milestones will they go through by the age of 21? What will help them achieve this? **(LS)**
Using historical sources	● Students decide what artefacts they would/should put into a time capsule to tell future people what their lives on Earth are like. **(Com)** ● Discussion of how historians use sources to make deductions, students look at artefacts from an online Egyptian exhibition. **(Egy)** ● The Pharaoh's tomb (pretend): Students find laminated artifacts from a Pharaoh's tomb. They have to make deductions about what the pharaoh could have been like. **(Egy)** ● Students use photographs from the	● Students look at what evidence there is for climate change. Discussion of the difference between objective and subjective points of view. What sources could people use? **(Gc)** ● Class looks at advertisements for famous gadgets. Discussion whether adverts always tell the truth and their motivation for exaggeration. **(Inv)** ● Students create advertisements for products using hyperbole. How can you tell the truth and	● Look at the exaggerations of Marco Polo and decide if you can trust traveller's tales **(Ex)** ● Investigate the artefacts recorded on the three boats that sailed with Columbus. Students make deductions about life on board a ship. **(Ex)** ● Class study the painting made of the explorers first meeting with the natives. Discussion how true this would have been. **(Ex)** ● Make deductions from diaries written by people on the Oregon Trail. Extension: discussion	● Make deductions from artefacts found on Ellis Island website about immigrants' experience of the immigration process **(Im, USH)** ● Students collect artefacts/facts (reproductions) of life in Aztec times; decide if the artefacts show the Aztecs as a civilized, progressive society or barbaric **(Az)** ● Read the accounts of Europeans first meeting with the natives. Class decides how trustworthy these descriptions were. Extension: what	● Students brainstorm sources we can use to find out about ancient civilizations and sources we can use for our society now. They rate each source 1-5 for bias & A – E for usefulness. **(Gr)** ● Classes look at photos of Ancient Greek pottery and make deductions about life in Greece; compare to what historians think is happening in the picture. ● Students watch a film about life in Ancient Greece only based on pottery images. They discuss what the film can't show us (emotions, etc.) **(Gr)**	● Based on the timelines, students select historical sources that can best be used for each time epoch. (Early times: paintings, poetry, folktales, etc. Recent times: diaries, photos, newspapers, etc.) **(TC)** ● Students judge modern historical sources for their bias, truthfulness and reliability, Apply these criteria to historical sources from early times. Do you need the same level of scrutiny? **(TC)** ● Undertake an individual research

	African island they have chosen to study (some positive/some not so). They make deductions about the island from the photographs. **(Is)**	lie at the same time? **(Inv)** ● Explore the paintings, drawings and sculptors on e-museum.jp. Do they tell us a 'real' picture of how people live? **(J)** ● Compare folktales from Japan and Cz (Libuše, Divoka Šarka, etc. What do they have in common? Can we trust legends, myths and folktales? **(J)**	of whether diaries, Facebook, etc., can be trusted to the truth **(NA)** ● Examine the false advertising for the Oregon train and Gold Rush. **(NA, USH)** ● Students research resources that show what life was like under communism. **(VR)** ● Class interviews a person who was there for the Velvet Revolution. Follow up with a discussion of how reliable eye-witnesses are. **(VR)**	motivation was there to lie? **(Az)**	● Students collect evidence of the causes of the French revolution from contemporary pictures, cartoons, poems, etc. **(FR, DBV)** ● Students collect evidence of the causes of the American War for Independence and creation of USA from contemporary pictures, cartoons, poems, etc. **(USH)** ● Discussion of economic indicators of wealth – how should you judge a country as being developed/developing ? **(W)**	project where a first-hand historical source (diary/letter) for an event in Indian history, and a secondary historical source (newspaper/TV report.) are compared for what they can tell us about an event and their reliability. **(TC)** ● Collect first-hand sources that give conflicting or polarised views about the same historical event. Give reasons as to why the person would have remembered it in this particular way. (DBV) ● Analyse books (Rudyard Kipling's The Jungle Book) or films that represent colonialism in both the US and India. Whose point of view is being represented? **(TC)**
Historical interpretations: bias and points of view	● Discussion how different people in communities can have different opinions about the same event	● Discussion of why some companies or people may deny climate change is important. How can	● Students look at the arguments for Columbus being considered a great man and those stating	● Students write two accounts of the Conquistadors in South America. One, from the point of view	● Students watch a video on the battle of Salamis. They write news headlines from the point of view of	● Compare newspaper (UK or US) headlines and lead stories for one day. Do all newspapers take the

	(Fict. The True Story of The Big Bad Wolf/Real. Dogs in the park) **(Com)** ● Students discuss if they would like to live in Ancient Egypt: list the pros and cons. Extension: would it depend on what place you have in the hierarchy? **(Egy)** ● Students write/record a simple day in the life of a slave/aristocrat/soldier /Pharaoh, etc. Focus on empathising with the challenges/advantages of each group, and how food/homes/routine would reflect social status. **(Egy)**	we be sure that people's opinions are true? **(GC)** ● Inventions on trial. Discussion as to whether certain inventions (cars, plastic, television, etc.) have made society worse or better. Class must present arguments both for and against. **(Inv)** ● Students choose an invention they think is the most important. They have to present and argue for their invention to be voted the most game-changing. What is the line between fact and opinion? **(Inv)**	he is a historical villain; present court-style judgement on Columbus using facts from history **(Ex, USH)** ● Marquette and Joliet **(HoI)** ● Discover and re-discovery of America **(Ex, USH)** ● Students write a news report about the westward movement. One from a Native American side and one from the point of few from an immigrant farmer. **(NA, USH, HoI)**	a native, the other from the European side. They must use objective facts of what happened, presented by subjective statements about the events. **(Az)** ● Class role plays different people coming through Ellis Island immigration centre. They discuss how different people from different countries may have been treated differently. **(Im, USH)**	the Persians and Ancient Greeks. **(Gr)** ● Students look at the reasons for colonization given by the colonizers – medicine, schools, and infrastructure. Read diaries of the colonized to see how they felt about being part of an empire. **(W)** ● Students play the 'fair trade' games for world trade, coffee and chocolate production. Discussion of how developed and developing countries feel about fair trade. **(W)** ● Hot seating for the French Revolution. Students enact how different sections of society would have seen the revolution. **(FR, DBV)** ● Look at how the revolutionary French Newspaper used fake news and caricatures to drive the people onto the streets. Link	same tone for the events taking place? Why might some newspapers report the same news in different ways? **(TC)** ● Discuss ways in which the colonized and the colonizers have different interpretations of the history of India and the United States. **(TC, USH)** ● Students undertake research to find historical sources that both voice the opinions of the colonised and colonizer. Then present a point of view for both groups, citing original historical sources in their evidence. **(TC)** ● Discuss how views of colonisation can change over generations, comparing how people feel about it now with how they felt about it at the time. Link to events in current affairs such as

					to modern day fake news items. **(FR)**	removal of statues, renaming of institutions, public holidays and places. (Mumbai being an example.) **(TC)** ● Predict how the colonisation of space would be, both from the point of view of being colonised or doing the colonising. Using examples of past events to support arguments. **(TC)**
Historical enquiry – societies; cause and effect;	● Class compares how their lives are different to their grandparent's lives – what inventions and changes improved societies? **(Com)** ● Discuss why the Ancient Egyptians settled in the Nile valley. **(Egy)** ● Class researches what life in Ancient Egypt would have been like – homes, food, transport, jobs, leisure, etc. They decide if they would rather live in ancient times or modern times. **(Egy)**	● Students compile a list of major causes of global warming due to human activity. When did the activity start? **(GC)** ● Students investigate major inventions. They identify what caused the need for that invention and the effect of that invention having been made, e.g., the printing press: time saving/spread of ideas. **(Inv)** ● Students create an invention of their	● Identify the major turning points in North American history. Create a timeline, showing the cause and effect of each event. I. E., Boston Tea Party (high taxes – American independence war) **(NA, USH)** ● Class examines the events that led to the Gold Rush. Discussion of what was true and what was fake news. How did this change	● Students link events in Europe and the rest of the world and waves of immigration to America. **(IM, USH)** ● Students present a picture of life in Mexico, Peru, etc., before and after the arrival of the Conquistadors – what changed? What stayed the same? Extension. Does modern South America still reflect the conqueror/conquered divide? **(Az)**	● Class study the main components of Greek society: trade, education, warfare, technology, politics, etc. They write an essay where they prioritize the reasons why Greek culture was successful. **(Gr)** ● Prioritise the reasons for the Greeks winning the battles against the Persians: what is or is not a key fact. **(Gr)** ● Study the causes of the French revolution – economic, social, climatic and personal.	● Analyze connections between historical events and developments in the two cities (waves of immigration/colonization, etc.). **(TC)** ● Compare what issues the two cities shared in the past and those that they face in the present (population, housing, crime, transport, etc.). **(TC, USH)** ● Predict what future events could reshape the cities (technology developments, unrest, movement of people, etc.) ● Link architectural styles and the historical

	● Students discuss how life on islands may have begun. How did animals, people and plants get there? **(Is)**	choice and say how it would benefit the world. (need – affect) **(Inv)** ● Identify the major turning points in Japanese history. Create a timeline, showing the cause and effect of each event. **(J)** ● Research what life would have been like during the time of the Samurai (politics, homes, food, jobs, etc.). Children produce a diary page for the day in the life of an emperor, samurai, farmer, servant, craftsperson, etc. **(J)**	American society? **(NA, USH)** ● Create a cause and effect timeline for major explorers in history. **(Ex)** ● Students research a famous explorer of their choice. Focus on reasons for travelling and consequences of discovery. **(Ex)** ● Class investigates what life was like under Communism. Why did the Communists have so many rules? What freedoms did people have then and now? Why did people want the Velvet Revolution? **(VR, DBV)**	● Students write an essay on how so few Conquistadors could have conquered such mighty empires – prioritizing points, such as weapons, disease, alliances, etc. (ensure racial elements are counter argued). **(Az)**	Students construct an essay linking their points with evidence from the history lessons. **(FR, DBV)** ● Investigate the causes, advancements and effects of the Industrial Revolution, including child labour, crime and health issues. **(W)** ● Look at the causes of poverty around the world (especially Kenya) and relate those causes to what we know from political development (Greece, French Revolution), Economic development (Industrial Revolution and fair trade) and climate stress. **(W)**	epoch (precolonial, colonial, post-colonial and contemporary). Discuss how cities can use styles and art to develop an identity (Skyscrapers, modernism, etc.) **(TC)** ● Link how a healthy or unhealthy lifestyle can lead to either positive or negative consequences. Link how positive and negative decisions can have positive or negative consequences for the 'health' of the city. **(TC, DBV)**
Positive Equality	● Discussion of who does what job in the local community. Are there different jobs for men and women? **(Com)** ● Study of Cleopatra and/or other female Pharaohs. Discussion	● Create a short biography for a female environmentalist, e.g., Wangari Maathai, Isatou Ceesay, etc. ● Famous female and non-white inventors	● Famous female explorers: Isabella Bird, Gertrude Bell, Mary Kingsley, Nellie Bly. Students discuss what difficulties or advantages they had/have compared to	● Famous female and non-white immigrants to USA. **(Im, USH)** ● Comparison of the rights and life of women in 15th century Europe and the rights of women	● Comparison of the difference in women's rights in Sparta and Athens. Discussion of women's rights in today's world. **(Gr)**	● Add to the timelines for both India (Mumbai) and the US (New York) for when race equality and gender equality came into force. **(TC, DBV, USH)** ● Compare the rights of women and non-whites

	about other women in power. (Local, national, world, etc.) **(Egy)** ● Class decides if there will be equal rights on their invented islands. Discussion of how these rights could look and how you enforce them. **(Is)**	(timeline or class research project) **(Inv)** ● Tomoa Gozen: Japan's first female Samurai – students learn about her story and the legends she has inspired: discussion on the roles of male/females in traditional fairy/modern Disney films. **(J)** ● Study the art works and installations of Yayoi Kusama **(J)**	male explorers. **(Ex, USH)** ● Matthew Henson: discussion of why Henson's achievement of reaching the North Pole was forgotten in favour of Robert Peary. **(Ex)** ● Class investigates the rights of women in various Native American tribes. Compare the rights of women for early European settlers in North America. **(NA, USH)**	in Aztec societies. **(Az)** ● How Malinche helped the Conquistadors defeat the Aztecs. **(Az)** ● Students produce a mini biography of famous women from South America, e.g., Pero, Rigoberta Menchu, etc. **(SA)**	● Timeline of inspirational women **(Gs)** ● Research project of successful women from student's home country **(Gs)** ● Learn about the suffragettes. What events led to them getting the vote? When did women get the vote around the world? **(GS)** ● Timeline of famous black people from history: scientists, writers, artists, etc. **(W)** ● Research how many of the top 100 countries have female CEOs **(W)**	in India under colonial rule and post-colonial rule. What main areas have changed? **(TC)** ● Research one of the influential women of New York (Dorothy Thompson, Sonia Sotomayor, Shirley Chisholm, Grace Hopper, etc.). Discuss the barriers they needed to overcome and how they have made it easier for women following in their footsteps. **(TC)** ● Study the main themes of Gandhi's civil disobedience. Analyse why this was an effective tool for fighting colonialism. Compare modern ways in which protests are made. **(TC, DBV)** ● Discuss strategies for improving race relations in Prague. What helps a city become more tolerant? **(LS)** ● Evaluate disability access on a planned school trip (transport, ramps, braille signs,

						audio guides.). What improvement could be made? **(LS)**
Government	• Students are reminded what a hierarchy is. They compare the Egyptian hierarchy with the one in school/Czech Republic. **(Egy)** • Students discuss different ways to rule – President, monarchy, chief, etc. They choose one for their virtual island, justifying their choices. **(Is, DBV)**	• Discussion of ways citizens can get governments to listen to their concerns; American and Czech citizenship – similarities and differences**(GC, AC, DBV)** • Comparison between ways of ruling in 15th century Japan/Czech Republic (similarities and differences) and modern Japan and the Czech Republic. **(J)** • Discussion of whether it is better to have a hereditary monarchy or elected democracy. Students divide into teams to promote both arguments. **(J, DBV)** Extension: what form of rule do we have in school? Would democracy work? **(J, DBV)**	• Which monarchs/rulers sponsored early explorers? What benefits could they bring? **(Ex, USH)** • Identify places on the world maps named after European leaders/cities (New Amsterdam – New York). How do local people feel about this? **(Ex, USH)** • Research what communism means. Compare it to liberal governments and monarchies. What is different? What is the same? **(VR)** • What could people do after the Velvet Revolution that they couldn't do under communism? Extension: guest speaker interview. **(VR, DBV)**	• What political events can lead to immigration? **(Im, USH, HoI)** • Students identify countries around the world ruled by unelected leaders. Investigate whether this leads to immigration. **(Im)** • Create a hierarchy for Aztec civilization. Do we have hierarchies in modern societies? **(Az)** • Compare how the Aztecs governed and the Spanish governed**. (Az)** • Class compares the political rule in Bolivia with that of the Czech Republic. **(SA)**	• Compare the different styles of government in Ancient Greece. **(Gr)** • Examine the pros and cons of democracy in Ancient Greece and today's society. **(Gr)** • Analysing the causes behind people changing their government. **(FR)** • Examine how France was split into the three estates at the time of the revolution. Discussion of whether monarchy or democracy is the fairest system. Comparison with development concerning creation of USA **(FR, USH, DBV)** • Discussion of how corruption and good government are linked to wealth or poverty. **(W)** • Analyse the timeline for Kenya and discuss	• Compare the citizensjip and national/federal governments of India and the U.S. What commonalities are there between the two democratic states (separation of executive, legislative and legal organs)? Encourage students to undertake research to see if this is true for other democratic nations, or missing for totalitarian states. **(TC, USH, DBV, AC)** • Sort the responsibilities of the national/federal government from the city/municipal government in India and USA (**HUS, AC**) • Investigate the means to communicate with municipal departments. **(LS)** • Visit an NGO to see how to influence policy making at the local government level. **(LS)**

					how many political decisions were made independently and how many were forced on them. **(W)**	
Economy	• Look at the jobs in the local area: shopkeepers, civic workers, businesses, factories, etc. **(Com)** • Class invents a bartering system for things in the classroom/school. E.g. 2 pencils are worth 1 eraser. What are the advantages and disadvantages of the barter system? **(Egy)** • Students discuss their class/individual invented islands: what products can they make on the island? What products would they need from the outside? Introduce words like import and export. **(Is)** • List the jobs that would be necessary on an island – health, education, construction, farming, etc. Compare Egypt	• Connect ways of saving the environment with ways of saving money (cutting down on waste, reusing, recycling, turning off lights, etc.) **(Gc)** • Discuss how brands bring out new models and ranges. Why do they do this? **(Inv)** • Students make a timeline of an invention from idea to a product in the shop. Which bits cost money. Which bits make money? (Costs & profit) **(Inv)** • Discuss what a brand is. List famous Japanese Brands and Czech Brands. (Students construct a chart for how many times they see these brands during a week.) **(J)**	• Compile a list of reasons for exploration • Compare the ways in which Native Americans traded/organised society and modern America organises the economy. **(NA, USH, HoI)** • Investigate what people could buy in shops under communism and what they can buy now. **(VR)**	• Discussion of the difference between refugees and economic immigration **(Im)** • Students brainstorm events that can lead to economic immigration. **(Im)** • Investigate what an Aztec market would have been like. What would the Aztecs have traded? What would they have produced locally? Who were the Pochteca? **(Az)** • Compare the economies of South America. What do they produce the same? What do they specialise in? **(SA)** • Look at the GDP of South American countries. Why are some countries richer than others? **(SA)**	• Revise the terms import and export. Discuss things the Greeks could grow, and things they imported and exported. **(Gr)** • Link the trade routes with the spread of culture and colonies. **(Gr)** • Examine what are taxes, who pays them and what they're spent on. **(Gr)** • Students have to set tax levels and discuss public spending when electioneering during the virtual reality Ancient Greek elections. **(Gr)** • Students play the World Trade Game. discussion of the advantages between developed and developing countries (trade barriers, manufacturing,	• Analyse the major exports and imports for both India and the US. **(TC, USH)** • Research major American and Indian brands. Who owns the companies? **(TC, USH)** • Organise data on how many people are employed in different industry sectors in the two countries. Make links to the GDP for the two countries (more agricultural workers = lower GDP). **(TC, USH)** • Research the minimum wage, average wage, number of people below the poverty line and the number of millionaires for each country. **(TC)** • Explain what is meant by BRIC countries. Hypothesise if one day they will be the

	and the local community. **(Is)**	● Explore what natural resources Japan and the Czech Republic have (Gas, oil, gold, etc.) **(J)** ● Predict what things Japanese people and Czech people need to import. Research the results. Why can't/don't they make these things themselves? **(J)**		● Research what Europe imports from South America. **(SA)** ● Investigate the journey of a banana from the plantation to a supermarket in Europe. Who makes the most money from the sale of a banana? **(SA)** ● What is the conflict between farmers and environmentalists in South America? Debate who has a right to the land. **(SA)**	natural resources, wealth, etc.) **(W)** ● Students explore the origins and supply chain of chocolate and play the chocolate game. Discussion of who makes the most financial gain from chocolate. **(W)** ● Fair Trade: children explore how fair trade can improve the life of farmers and give them more bargaining power. **(W)** ● Explore how colonialism was based on economic gain for Europe – discuss natural resources sent to Europe from the rest of the world. Compare map of colonizers/colonized with developed and developing world now. **(W)** ● Research the ways countries make money (farming, manufacturing, heavy industry, etc.) Compare the percentage of	dominant economic forces. **(TC)** ● Make links between a country's history and it's economic wealth. What has made the US rich? What has made India less affluent? **(TC, USH, DBV)** ● Compile ways in which tourists bring money to the economy of New York and Mumbai. What are the pros and cons of having many tourists visit? (relate to Prague) **(TC, USH)** ● Compare the income and spending (cost of living) for a manual labor and professional family living in New York and in Mumbai. Discuss what is meant by disposable income, debt and savings. **(TC, USH)** ● Highlight the dangers of living beyond your means and the accumulation of debt through credit cards, store cards and borrowing. **(LS)** ● Discuss different types of bank accounts and

					agricultural workers in Czech Republic and Kenya. Discuss why agricultural economies are poorer. **(W)** ● Study the top 100 public companies in the world. Record which countries have the most. Compare with the GDP for the richest countries in the world. (Link to the fair-trade game.) **(W)** ● List the economic conditions that led to the French Revolution – taxation, bread prices, poor harvest, etc. Students prioritise them when writing an essay about the causes of the French revolution. **(FR)**	their pros and cons. **(LS)** ● Compile reasons for tourists to be attracted to the coastline. **(C)** ● Evaluate the pros and cons of tourism on the coastline. **(C)** ● Discuss ways that tourism and travel can be beneficial by making informed decisions. **(LS)** ● Compile a safety guide for travelling to other places. **(LS)**
Locational knowledge	● Identify the major countries on the African continent **(G1)** ● Locate the Czech Republic on a map of Europe **(Com)** ● Locate their home countries on a map **(Com)**	● Identify the major countries on the Asian continent **(G2)** ● Identify places on the globe most at risk of global warming (climate risk index). **(GC)**	● Identify the major countries of North and Central America **(G3)** ● Position, geography, climate and population of Iowa within USA (USH, HoI)	● Identify the major countries of South America **(G4)** ● Identify the capital cities of South America **(G4)** ● Create a physical map of South America, showing rivers,	● Locate and name European countries and capital cities **(W)** ● Locate and name the major countries of Asia, Africa, South America and central America and Oceania **(W)**	● Study how the earth's plates have moved over time (Pangea to now) creating the continents (links to science). **(O)** ● Link the tectonic plates with the areas prone to natural disasters.

	● Find Egypt on a map **(Egy)** ● Locate the school on an aerial view/map of the local area **(Is)** ●	● Identify the polar regions on the globe **(GC)** ● One invention, one continent – students produce a map showing inventions from different parts of the world ● Locate the Czech Republic, Prague, and major cities **(J)** ● Locate Japan, Tokyo, and major Japanese cities **(J)**	● Locate the major oceans and seas **(Ex)** ● Identify the equator, the Northern and Southern Hemisphere on the map, and those countries that lie between the tropics of Cancer and Capricorn. **(Ex)**	mountains, rainforests, deserts, polar, etc. **(SA)** ● Identify the lines of latitude and longitude for South America; how do they relate to climate? **(SA)**	● Identify the major rivers, mountains and deserts of the world **(W)** ● Research those countries that were colonized and those that were colonizers **(GC)** ● Produce global maps showing economic development, water shortages and natural resources. **(W)**	● Locate areas in the six main continents that share similarities in terms of environmental zones and geographical features (deserts, jungles, forests, mountains, etc.) **(O)** ● Revise the major oceans in the world and how they can be divided into seas. **(O)** ● Identify the major oceanic currents and how they affect the world's weather. Link to the environment zones for the different continents. **(O)** ● Develop a map showing the different climate zones and geographical features of both India and the US. **(TC)** ● Mark major cities and neighbouring countries on a map of India and the US. **(TC)**
Geographical features	**Islands & volcanoes** ● Learn what creates volcanoes and what volcanoes create. **(Is)** ● Sort geographical features into those you	**Earthquakes & mountains** ● Learn what creates earthquakes and volcanoes (revision). **(J)**	**Oceans, seas & reefs, canyons,** ● Present the major geographical features of the world – highest mountains, largest	**Mountains, lakes, rainforest** ● Revise the water cycle. **(SA)** ● Learn the ways rivers are formed. **(SA)**	**Deserts** ● Students attempt to explain why there are deserts in some places and not others	**Coastlines** ● Revise the causes of erosion – wind and water. ● Understand how long shore drift and

	can find in Prague and those you can't. (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, etc.) **(Com)** ● Investigate the stages of the River Nile and the effects on local activities. **(Egy)** ● Understand how islands are formed **(Is)** ● Discuss which geographical features you find on the island of class study. Which ones are missing (desert, etc.) **(Is)**	● Explore what geographical features are created by volcanoes and earthquakes. **(J)** ● Students map the ring of fire. **(J)** ● Learn the different ways mountains are formed. **(J)** ● Map the largest mountain ranges in the world. (Himalayas, Alps, Urals, Andes, Rockies, etc.) **(J)** ● Introduce the concept that terrains either side of a mountain range can be quite different – Students Theories as to why. (J) ● Compare the mountain ranges of Japan with CZ **(J)**	jungles, hottest deserts, coldest polar regions etc. and the explorers who have conquered them. **(Ex)** ● Research the difference in ecosystems between warm oceans and cold oceans. **(NA)** ● Explore the ecosystem of a reef – symbiotic relationships and dangers from human activity. **(NA)** ● Investigate how Canyons are formed (erosion, weathering). **(NA, USH)** ● Virtual explore different canyons in North America, describing what you would see if you went through the canyon. **(NA, USH)**	● Label the different parts of a river. (spring, stream, rapids, ox bow, island, meander, delta, flood plain, etc.) **(SA)** ● Learn how lakes are formed. **(SA)** ● Map the largest lakes in the world (from the different six continents). **(SA)** ● Explore the largest lakes of SA, including how they affect the local flora, fauna and population. **(SA)** ● Explore how the Andes shape the flora, fauna and history of SA. **(SA)** ● Discuss what makes a rainforest a rainforest. ● Map the major rainforests of the world. **(SA)** ● Explore the ecosystem of the rainforest and how it supports biodiversity. (Ground dwellers, canopy dwellers, food chains, etc.) **(SA)**	(critical thinking). **(W)** ● Map the major deserts of the world. **(W)** ● Explore how deserts are formed on the 30˚ lines above and below the equator. **(W)** ● Learn how a shadow rain desert is formed and identify them in the world. **(W)** ● Compare the difference between a hot and cold desert. **(W)** ● Research a particular desert and explain why that desert has formed and the flora and fauna that are particularly suited (adapted) to that environment. **(W)** ● Look at areas in the world that are suffering from desertification due to global warming.	deposition affect the coastline. **(C)** ● Recognise the main coastal features – bay, beach, cliff, inlet, peninsular, port, etc. **(C)** ● Relate how stacks, stumps, arches and caves are formed. **(C)** ● Match standard map symbols with coastal features. **(C)** ● Understand what causes waves and tides. **(C)** ● Research the different coastal zones of the United States. Is there a difference between East and West Coasts? North and South? What causes the differences? **O)** ● Use a small scale of Maine to identify some coastal features and how they are marked on the map. **(C)**

Climate	● Look at how the climate of the Czech Republic affects homes, food, clothing, sports, etc. **(Com)** ● Study the desert climate of Ancient Egypt. How did this affect their clothes, homes, activities, etc.? Critical thinking extension. What would Ancient Egypt have looked like if it had been in a snowy place? **(Egy)** ● Compare the weather for African Island and the Czech Republic. Are the seasons the same? **(Is)** ● Critical thinking discussion. Why do monkeys live in Madagascar but not the Czech Republic? Why do animals hibernate in the Czech Republic but not Madagascar? **(Is)**	● Students discuss what is meant by climate and what is meant by weather. **(Gc)** ● Predict what will happen to animals in the Polar Regions if global warming melts the ice. **(Gc)** ● Explore the climate zones for the Japanese islands. ● Take weather measurements for sustained periods of time (weeks) – precipitation and temperature. **(J)** ● Compare the weather for CZ with Japan. **(J)**	● Revise the difference between weather and climate. **(NA)** ● Research the different climate zones of North & Central America. What creates these climate zones? (Mountains, ocean currents, latitude, etc.) **(NA, USH)** ● Link the way different native American tribes lived and their location (desert, plain, forest, etc.) **(NA, USH)** ● Which American tribe would have thrived best in the Czech Republic? Why? **(NA, USH)** ● What animals from America could survive well in CZ? Which ones would not? Why? European and American bison (zubr x bison) and their fate **(NA)**	● Discussion of how global warming could cause migration patterns in the future: where would people move from? /Where would people move to? **(Im)** ● Compare the difference between climate and weather for SA. What types of weather can be found in different parts of the continent? (SA) ● Explore the different climate zones of South America. How does each one affect the way of life of the people living there? **(SA)** ● Compare the weather for La Paz, Bolivia and Prague for 2 weeks (precipitation, temperatures, sunlight hours, wind speeds. **(SA)** ● Investigate what severe weather affects South America. How will the continent be affected by Global Warming? **(SA)**	● Link climate and weather caused by ocean currents. **(W)** ● Map the major deserts, mountains and jungles to see how they relate to each other and the ocean currents, **(W)** ● Discuss how poverty can be caused by climate and weather patterns (drought & floods). **(W)** ● Map countries suffering from water stress and relate it to the position of developed and developing countries. **(W)** ● Students compare the weather and climate for the Czech Republic and the countries they have chosen for their home projects. **(W)**	● Explain how global warming leads to rising sea levels. **(C)** ● Mark on a map those areas in the world most at risk of rising sea levels. **(C)** ● Understand threats and solutions to living on the coastline. **(C)** ● Investigate the dangers to the coastline (human, economic, environmental) from rising sea levels. **(C)** ● Evaluate a range of options regarding coastal defense systems. **(C)** ● Discuss how cities such as New York, San Francisco and Seattle are preparing for rising sea levels. Compare how cities from poorer countries cope. **(TC)** .

Investigating places	• Identify the characteristics of community. How small can a community be? How large? What is our community? Can you have more than one community? **(Com)** • Explore ways people can help. Select a community service the class can fulfil together. Upon completion, reflect on feelings/thoughts related to community service. **(Com)** • Investigate an island in Africa: physical geography, climate and human activity. Compare it to Prague or a place in the Czech Republic. **(Is)** • Demonstrate how the human activity and fauna on the children's invented islands is relative to the physical geography and climate of the island. E.g. My island is a tropical island; we grow fruit. My	• How does human activity negatively affect the environment? **(Gc)** • Discuss the difference between natural and human made geographical features. **(J)** • Compare the difference between a village, town and city. What would you find in each one? Locate such settlements on both the maps of Czech Republic and Japan. **(J)**	• What positive features did Prague have as an early location? Students visit Vyšehrad and reimagine how it would have been at the time of Libuše. **(VR)** • What employment would you find in a village/town/city. **(NA)**	• Explore South America as a continent – physical features, climate zones, etc. **(SA)** • Choose a South American country (Bolivia) and look at the natural resources for that country **(SA)** • Investigate the history of South America (Peru/Bolivia) and how the effects of colonialism can still be seen today (Rich poor divide, government, native rights, etc.) **(SA)** • Compare how the Czech Republic makes its money and how a country in South America makes money **(SA)** • Discuss why some countries are poor despite being rich in natural resources etc. such as Bolivia **(SA)**	• Explore how the landscape of Ancient Greece – islands and mountains – shaped the early societies that developed there. **(Gr)** • Link how the climate of Ancient Greece could have played a part in the development of politics and theatre (critical thinking) **(Gr)** • Kenya case study: students explore the geographical position, climate, flora and fauna, history, politics and culture (including housing, food, etc.) for Kenya, creating a class presentation. **(W)** • Link the social and economic problems Kenya suffers with the country's past colonial life, climate stress, political corruption and fair trade. **(W)** • Country projects. Students choose a country to research	• Brainstorm why people would move from the countryside to the city or vice versa. Find events in history that made New York or Mumbai increase rapidly in size. **(TC, USH)** • Consider what natural resources or locational advantages New York or Mumbai have to offer. **(TC)** • Compile through research a map of natural resources for both the US and India. How have these resources been used for the benefit of the people? **(TC)** • Look at ways a person's hometown or city can influence them and shape their personalities. How would someone differ if he or she grew up in the countryside? **(TC)** • Discuss why different people form societies or communities within a city? (China town, Little Italy, etc.) **(TC)**

	island is a polar island, we don't farm, we fish. **(Is)**				(preferably one from each continent). The project should include physical and political maps, climate, flora and fauna, history, politics, economics, culture and social and economic problems. Students present the research to the class. **(W)**	● Examine the differences between rich and poor areas. What are the driving forces behind this? **(TC)** ● Differentiate between physical, human and environmental geography. **(TC)** ● Research land use in a city. Compare it to land use in a rural town. **(TC)** ● Discuss ways in which human activities in cities affect the environment. **(TC)** ● Evaluate the options for reducing the negative impact of human activities in human areas. **(TC)** ● Predict future technological advances that may help humans live in greater harmony with nature. **(TC)** ● Debate the pros and cons of rewilding, nature reserves, green belts, etc. **(LS)** ● Compile a list of ways that our daily lives can leave less of a carbon footprint. Keep a diary

						for one month to see how easy it is to accomplish. **(LS)**
Geographical skills & fieldwork	• Students attempt to draw an aerial view of their desk in the classroom in relation to the door, board, other desks, etc.) Compare aerial view with a side view. **(Com)** • Use aerial photographs, plan perspectives and maps to recognise landmarks and basic human and physical features. **(Com & Is)** • Use maps of Prague to identify symbols used for places and landmarks (hospital, police station, museum, etc.) **(Com)** • Students attempt to draw a picture map of the walk from School to the Dragon Park/The Farmers' market **(Com)** • Represent features on a template of Ancient Egypt: homes, pyramids, crops, temples, etc. **(Egy)**	• Students create a map of a story setting. Compare how their maps look to a real map – what symbols, colours, perspective did they use. **(J)** • Investigate physical & political maps of Japan. Where do most people live? Why? **(J)** • Compare the size of cities/towns/villages using the symbols on the political map of Japan. **(J)** • Students use 2 figure grid references for a physical map. They describe what they would see in that grid reference. **(J)** • Students choose the central point of Japan's four islands and describe what they would see traveling in the eight points of the compass. **(J)**	• Plot explorers' routes on a map, using symbols to represent events that happened on the journey. **(Ex, USH, HoI)** • Create a picture map of their journey from home to school including a key. **(Ex)** • Follow a trail marked on a plan of the school and its grounds. **(Ex)** • Use 4 figure grid reference to locate places on a physical map of America. Describe what they see if they were to stand there. **(NA)** • Design a map of their perfect Native American village (housing, animals, crops, water source, etc.) **(NA)** • Create a map showing the Oregon trail and some of the dangers encountered along the way. **(NA)**	• As a class, take a sideways photograph of the school. Students then have to produce an overhead plan of the school. **(Im)** • Produce a map showing where immigrants came from and where they went to in America, with emphasis on Iowa, and the dates (Use of key) **(Im, USH, HoI)** • Produce maps to show the extent of the Incas and Aztecs Empires and the routes the Conquistadors took. **(AZ)** • Use topography maps to explore the mountains, deserts and jungles of SA and Bolivia. **(SA)** • Use 4 number grid references. **(SA)** • Calculate distances on a map for straight	• Compare different projections of the world: A–Mercator's projection, B–Peters' projection, C–Mollweide's projection, D–Gall's projection. What changes? Why would some people wish to use different projections? **(W)** • Discuss the difference between political, physical and climate maps. **(W)** • Use 6 figure references for maps. **(W)** • Recognise and recall common map symbols for ordnance survey maps. **(W)** • Calculate distance using 50,000:1, 25:000:1 scales or map grids. **(W)** • Understand how contour lines represent the steepness of slopes on hiking maps **(W)**	• Explore topography maps to identify mountain ranges and highlands on the continents. **(O)** • Identify ocean and seabed features using topography maps (shallow seas, continental slopes & shelves, abyssal plains and hills, trenches. **(O)** • Use six-figure grid references to identify places on small scale maps. **(C)** • Compare GPS coordinates with map coordinates. What advantages does GPS have? **(O)** • Use contour lines on maps to create side views of hills and singular mountains. **(TC)** • Compare city maps of Mumbai and New York. What symbols are used to mark common city sights? **(TC)**

	● Follow and locate simple compass directions (North, South, East and West) **(Is)** ● Use basic symbols and represent them in a key on individual island maps. **(Is)** ● Follow directions on a local map to reach a specified destination. **(Is & Com)** ● Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries. **(G1)**	● Identify symbols used on a physical map. (J) ● Introduce contour lines and how they can show the height of mountains. **(J)** ● Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate Asia, Japan, countries with global warming stress, etc. **(G2)**	● Create a map of Vyšehrad based on the walk – compare with Aerial photographs, land maps. (scale) **(VR)** ● Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate American countries and the places visited by explorers, etc. **(G3)**	lines using a map scale. **(SA)** ● Calculate the distances for curved features on a map (rivers) using string or paper method. **(SA)**	● Follow compass directions on an orienteering trip. **(W)** ● Follow a hiking trail, identifying hills from contour lines, items from symbols, calculating distance from scale and locating symbols. **(W)**	● Use large scale 1:15000 local maps to calculate scale between two places in the city. **(TC)** ● Carry out research using a range of maps and atlases, including land use maps, planning maps and aerial photographs. **(G6)**

CENTRAL POINT DESIGN & TECHNOLOGY CURRICULUM

Students should engage in a technology project during each topic of study (half-term). Lessons should be hands-on, promote critical thinking and a positive ethos.

	KG, Grade 1 & Grade 2	Grade 3, Grade 4 & Grade 5 (Grade 2 extension challenges)	Grade 6 (Grade 5 extension activities)
Design	• Design purposeful, **functional**, appealing models/products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	• Use research and develop design criteria to inform the design of innovative, **functional**, appealing models/products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,	• Use research and exploration, such as the study of different cultures, to identify and understand user needs. • Identify and solve their own design problems and understand how to reformulate problems given to them. • Develop specifications to inform the design of **innovative**, **functional, appealing** products that respond to needs in a variety of situations.

		prototypes, pattern pieces and computer-aided design.	• Generate and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.
Select	• Select from and use a range of **tools** and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of **materials** and components, including construction materials, textiles and ingredients, according to their characteristics.	• Select from and use a wider range of **tools** and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of **materials** and **components**, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	• Select from and use specialist **tools, techniques, processes**, equipment and machinery precisely, including computer-aided manufacture. • Select from and use a wider, more complex range of **materials, components** and **ingredients**, taking into account their properties.
Build	• **Build** structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms [for example,	• **Apply** their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their	• Understand and **use the properties of materials** and the performance of structural elements to achieve functioning solutions

	levers, sliders, wheels and axles], in their products.	products [for example, gears, pulleys, cams, levers and linkages].	• Comprehend how more advanced mechanical systems used in their products enable changes in movement and force.
Evaluate	• Evaluate their ideas and models/products against **design criteria.** • Adjust and rebuild to improve their models/products. • Explore and evaluate a range of existing products.	• Investigate and analyse a range of existing products. • Evaluate their ideas and models/products against **their own design criteria** and consider the views of others to improve their work. • **Adjust and rebuild** to improve their models/products • Understand how key events and individuals in design and technology have helped shape the world.	• Test, evaluate and refine their ideas and products against a specification, **taking into account the views of intended users** and other interested groups. • Analyse the work of past and present professionals and others to develop and broaden their understanding. • Understand developments in design and technology, its impact on individuals, society and the environment, and the **responsibilities of designers, engineers and technologists.**
Possible Cross-curricular themes	• Sand or water clocks (Ancient Egyptians) • Moving a brick (Ancient Egyptians) • Make a windmill ((Energy) • Birdfeeder (Food chains)	• Floating compass (Explorers) • Boats (Explorers) • Building a teepee (North America)	• Flood defences (Oceans) • Sand catchers (Coastlines) • Earthquake safe model home (Natural disasters) • Skyscraper competition (Tale of two cities)

	• Castle drawbridge (Medieval times) • Flags on a pulley (Medieval times) • Grab hand for litter (Global challenges) • Finger puppets	• Mini (baking soda/vinegar) rockets (Space) • Shadow puppets (Light and Sound) • Floating gardens (Aztecs) • Sundial Aztecs (Aztecs) • Make a hearing aid (Human body) • Land yachts (Forces and motion) • Burglar alarm (Electricity) • Make a crane (Simple machines) • Paper aeroplanes (Forces and motion) • Lollipop catapults (Measurement)	• Solar-powered model cars (Human geography)
Resources	• https://education.theiet.org/key-stage-1-2-3-and-4-free-stem-resources/home-learning-resources-key-stage-1-and-2 • https://www.rasmussen.edu/degrees/education/blog/simple-stem-activities-for-kids/ • https://www.stem.org.uk/resources/collection/2892/designing-key-stage-one (KG – G2) • https://www.stem.org.uk/resources/collection/2897/designing-key-stage-two?page=1 (G2 – G5) • https://www.teachit.co.uk/primary/design-and-technology		

CENTRAL POINT CHARACTER EDUCATION CURRICULUM

	Grades 1 - 3	Grades 4 - 5	Grade 6
	The focus areas for grades 1-3 include being a part of a group and developing their ability to identify and regulate emotions. Students practice coping strategies, sharing, and managing conflict as they begin to develop a positive self-concept.	*The focus areas for grades 4 and 5 include deepening one's self-awareness and learning how to work effectively in a group to solve problems. Students take more responsibility, individually and as a group, for their own learning and actions. In addition, they learn how to resist peer pressure and to respond to cyberbullying and relational aggression.*	*The focus for grade 6 is to prepare students for young adulthood by equipping them with the skills to think critically, make informed decisions, judge bias, recognise and respect different perspectives and begin to formulate, articulate and defend their developing views and values. In addition, emphasis is placed on making a positive impact on peers, the group and community.*
Self-Awareness	**Feelings & Emotions** • Label emotions • Identify how your body looks when experiencing each key emotion (nervous, excited, happy, angry, sad, disappointed etc.) • Determine coping strategies for each emotion **Growth Mindset** ● Distinguish between a fixed and growth mindset ● Practice rewording "can't statements" to "I can statements" etc. **Social Thinking** • Given a familiar situation, students identify the thoughts and feelings of the individuals involved • Practice how to effectively join a group (observing the group plan and feelings of others as you join) • Determine the size of the problem • Discuss & practice matching emotions to the size of the problem	**Growth Mindset** ● Distinguish between a fixed and growth mindset ● Identify ways to grow, change, improve (discuss a goal for the year) ● Identify strategies for switching from a fixed to a growth mindset **Social Thinking** ● Identify how actions & words affect others ● Identify when actions should change based on the place, people or context of the situation ● Determine the size of the problem and self-identify times when a problem feels bigger/smaller than it is ● Practice matching emotions to the size of the problem ● Identify the "just right" reaction to different sized problems and the steps to react appropriately	**Growth Mindset** ● Set effective and meaningful goals based on one's strengths and areas of improvement ● Identify ways to grow, change, and improve (on their goal) along with ways to reach their goal ● Identify strategies for switching from a fixed to a growth mindset ● Self- reflect on their current mindset and how it may change with academic subjects or social groups **Social Thinking** • Develop an awareness of how actions & words affect others • Examine the impact (positive/negative) an individual has on other people • Identify when actions should change based on the place, people or context of the situation **Motivation & Learning Styles** • Complete inventories to determine individual learning and motivation styles

			● Develop a learning plan with personal study strategies **Communication** ● Explore communication styles and identify personal preferences ● Examine how individuals with various preferences can communicate effectively or ineffectively. ● Role play and brainstorm strategies for miscommunication scenarios.
Self-Management	**Following the Group Plan** ● Explain why it is important to follow the group plan ● Explain how others feel when someone is not following the group plan ● Identify how it feels when everyone follows the group plan ● Identify times when it is ok to follow your own plan (recess, at home etc.) **Emotional Regulation (Zones of Regulation)** ● Identify what each zone looks like by matching and labeling pictures. ● Identify which strategies help people move from "too low" to "just right" or from "too high" to "just right" **Frustration & Anger Management** ● Identify levels of frustration ● Identify personal strategies and create a frustration management plan ● Practice and role play the "Debug steps" ● Determine when to get an adult involved **Tattling**	**Perseverance** ● Define perseverance ● List and discuss ways people demonstrate perseverance ● Identify a challenge and how they have showed perseverance in the past **Frustration & Stress Management** ● Identify triggers across different environments ● Develop personal strategies to help manage stress ● Create a personal plan for what to do when feeling frustrated or stressed **Positive Self-Talk** ● Explain the effect a positive self-concept can have on learning, the classroom, and personal life ● Compare positive and negative self-talk and recognize situations that lead to each ● Practice strategies for replacing negative self-talk with positive self-talk **Circles of Control** ● Compare things students can and cannot control in different settings (i.e. school vs. home)	**Perseverance** ● Define perseverance and identify areas more difficult to persevere in (based on one's strengths, interests, and areas they can improve) ● Identify strategies for when one may feel like giving up. Ask, "What helps you keep going?" **Positive Self-Talk** ● Explain the effect a positive self-concept can have on life, learning and work ● Compare positive and negative self-talk ● Recognize the brain's negativity bias as a survival mechanism ● Practice replacing negative self-talk with positive affirmations ● Practice "reframing" thoughts to focus on the positive **Circles of Control** ● Compare and discuss things one can and cannot control. ● Examine the circle of influence and identify ways individuals can impact outcomes

	● Determine when to tell an adult and when to solve the problem on your own ● Determine ways to solve simple problems on your own ● Identify the difference between dangerous activities that require adult intervention, and smaller problems students can solve alone (tattling vs. telling) **Personal Space** ● Determine how much personal space is needed in a variety of settings ● Identify what it looks like when someone does not give enough personal space ● Identify how people feel when they are not given enough person space ● Practice moving within a group setting and throughout a variety of tasks so that everyone receives enough personal space	● Examine the sphere of influence and identify ways individuals can impact outcomes ● Determine strategies for coping with things outside one's control **Courage** ● Contrast bravery and courage ● Identify day to day situations where students can show bravery ● Discuss how courage affects success. Research real-life examples and historical people and summarize the connections and similarities	● Examine personal reactions to things in and out of one's control **Courage** ● Contrast bravery and courage ● Discuss how courage affects relationships and success. ● Examine how developing courage can equip people as global citizens who contribute to the common good
Social Awareness	**Diversity** ● List examples of how families differ ● Allow students to identify similarities and differences among each other ● Explore the idea of gender bias. Students sort "boy" and "girl" things and then discuss how they feel about the outcome **Perspective Taking** ● Examine a situation from two perspectives ● Identify and compare the thoughts and feelings of two individuals in a common situation	**Diversity** ● Examine how people are the same and different (gender, religion, age, race, ethnicity, nationality, sexual orientation, language etc.) ● Use accurate and specific language to describe similarities and difference with people of various identity groups ● Develop positive social identities based on their membership in multiple groups in society. ● Recognize that people's multiple identities create unique and complex individuals. ● Discuss gender bias and identify examples in everyday life. Examine the "messages" these ideas send to individuals and how it has affected students individually	**Diversity** ● Recognize stereotypes and relate to people as individuals rather than representatives of groups. ● Recognize unfairness and bias on an individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). ● Analyze the harmful impact of bias and injustice on the world, historically and today. ● Determine various ways to respond to situations involving racism, sexism, discrimination etc. when directed at the student or others

	● Role play situations from various perspectives and notice how the unique perspectives influence behavior and emotions **Empathy** • Discuss the meaning of "walking in someone else's shoes" and how that looks • Practice evaluating nonverbal cues to determine how someone feels	**Empathy** • Define empathy • Give personal examples of showing empathy • Brainstorm ways to increase empathy in school and at home **Respect** • Identify ways to show respect with one's actions, words, and tone of voice • Identify the actions that lead to someone feeling disrespected (in a school context) • Examine the thoughts and feelings associated with feeling disrespected • Model ways to respect the feelings and ideas of others (validating words and actions) • Model ways to respect other's strengths and differences	• Examine at a local level how various community members face sexism, racism and discrimination • Recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. **Empathy** • Examine how empathy leads to activism and research examples, historically and today. • Recognize that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability **Respect** • Identify the actions that lead to someone feeling disrespected in social, academic and global settings • Examine how mutual respect changes relationships and examine the effect in classroom and work environments • Practice solving complex team challenges in a way that respects the feelings, strengths, and ideas of others (using validating words and actions)
Citizenship & Leadership	**Citizenship** ● Describe what it means to be a citizen ● Learn how to discuss topics as a group alternating sharing opinions, listening, and offering comments and suggestions ● Create and follow rules for their group and classroom, and understand how rules help them	**Citizenship** ● Identify ways to improve their school, city and the earth ● Lists examples of good citizenship ● Examine personal environmental impact/ carbon footprint **Leadership** ● Identify characteristics of leaders	**Citizenship & Activism** ● Recognize that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other ● Resolve differences by looking at alternatives, making decisions and explaining choices;

	● Identify the various groups and communities they belong to such as family and school **Leadership** ● Identify characteristics of good leaders ● Discuss the difference between leaders and bosses ● Recognize situations when they have an opportunity to be a leader ● Identify ways to win graciously and lose respectfully	● Discuss the difference between leaders and bosses ● Identify areas in which you excel as a leader and areas where you can improve ● Examine how one's behavior affects others in both positive and negative contexts ● Compare and contrast different winning and losing scenarios to roleplay good sportsmanship ● Reflect on times when students have won or lost something, and could have reacted differently	● Identify how to influence community and local government to make positive changes ● Take part in a simple debate about community issues ● Examine personal and community environmental impact ● Research and compare types of activism and their effectiveness
Responsible Decision Making	**Honesty** ● Given situations students determine what the honest choice would be ● Discuss what to do if you have been dishonest or taken something without asking ● Emphasize the importance of not labeling the person (cheater, liar, thief) **Public vs. Private** ● Identify body parts that are public and private ● Recognize places that are public and private ● Identify how to use the bathroom/ change clothes in a safe way that makes everyone feel comfortable ● Understand how different people have various levels of comfort ● Explain steps to take if someone makes you feel uncomfortable	**Puberty Education** ● Explain how the body changes during puberty ● Explain how emotions change during puberty ● Discuss ways to respect and support each other during puberty **Peer Pressure** ● Examine the positive and negative effects of peer pressure ● Discuss strategies for responding to peer pressure and identify when and how to get help ● Identify the sphere of influence, and discuss how students can positively affect their peers **Online Safety** ● Examine personal online presence and how personal information can be shared through digital media	**Cause & Effect** ● Evaluate what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices ● Identify the link between healthy lifestyle choices, learning, and emotional well-being ● Evaluate and compare study habits, and identify ways to improve one's personal study habits and study skills ● Identify which commonly available substances and drugs are legal and illegal, and evaluate the effects and risks **Peer Pressure** ● Examine the types of peer pressure (spoken, unspoken, direct, indirect, positive, negative) ● Evaluate the connections between social media and peer pressure ● List ways to resist pressure **Online Safety**

		● Discuss ways in which children/teens can be harmed (socially, physically, emotionally) through online activity ● Recognize how an individual's reputation can be affected through social media (identify positive and negative ways) ● Identify what cyberbullying looks like and ways to respond ● Evaluate situations and discuss intent and point of view from all parties involved, recognize that children often face consequences for their online presence even if they did not have malintent ● Draw conclusions and create personal plan of action concerning their online behavior **Relational Aggression** ● Identify examples of relational and physical aggression ● Discuss strategies for responding to aggression ● Discuss and identify the roles of each individual in a situation (aggressor, target, bystander, upstander) **Integrity** ● Define integrity and give examples ● Examine truth, lies, half truths, "white lies" and when to use your social filter. What is ok and why?	● Discuss ways in which people are harmed (socially, physically, emotionally, financially) through online activity ● Recognize how an individual's reputation can be affected through social media (in positive and negative ways) ● Identify what cyberbullying looks like and ways to respond ● Determine motives for cyberbullying and ways to protect oneself from harm ● Examine the connections between social media, suicide, and eating disorders, and self-harm ● Debate to what extent social media platforms and influencers should be held responsible when their products lead to self-harm/deformation/death **Relational Aggression** ● Identify ways to recognize relational and physical aggression ● Discuss strategies for responding to aggression ● Discuss and identify the roles and perspectives of each individual in a situation (aggressor, target, bystander, upstander) ● List and discuss ways to be an upstander at school and in ones future **Integrity** ● Define integrity and give examples ● Examine truth, lies, half truths, "white lies"
Relationship Skills	**Friendship** ● Identify qualities of a good friend ● List what good friends do not do **Including Others & Compromise** ● Model using "I statements"	**Friendship** ● Identify factors that contribute to good friendships vs. manipulative friendships ● Examine ways to maintain positive friendships	**Relationships** ● Recognize factors that contribute to positive and negative relationships ● Identify how power imbalances impact relationships

	● Brainstorm and model ways to share with a group when there is one item, limited time, or an unequal amount of materials ● Determine ways to include others in group games on the playground **Conflict Resolution** ● Model using "I statements" ● Define conflict and recognise what bothers one person may not bother another **Teamwork** ● Apply knowledge of compromising, including others, and word choice/tone of voice to team challenges ● Analyze and reflect upon how the group worked together **Giving & Receiving Feedback** ● Compare kind and unkind words ● Practice using helpful words to give peers suggestions ● Examine how tone of voice changes the meaning of words ● Practice giving specific compliments ● List ways to receive feedback	**Giving & Receiving feedback** ● Model ways to accept a peer's suggestion or feedback (whether you agree or not) ● Practice giving helpful feedback to peers (helpful, specific, positive) ● Discuss ways to disagree respectfully ● Examine how tone of voice changes the meaning of words **Conflict Resolution** ● Identify the multiple perspectives of a given situation ● Model creating a compromise **Teamwork** ● Apply the knowledge of compromising, including others, and word choice/tone of voice to team challenges ● Analyze and reflect upon how the group worked together	**Consent** ● Identify things for which people need to give permission ● Examine how to know if you have consent (compare nonverbal and enthusiastic verbal cues) ● Discuss what to do if you are not sure you have consent **Conflict Resolution** ● Define conflict and identify sources of conflict ● Examine the five ways people approach conflict ● Role play ways to negotiate and compromise respectfully

CENTRAL POINT INTERNATIONAL ELEMENTARY SCHOOL

ART & DESIGN CURRICULUM

Aims: the **CASE** for art

- **CONTEXT:** know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- **APPRECIATION**: evaluate and analyse creative works using the language of art, craft and design
- **SKILLS:** become proficient in drawing, painting, sculpture and other art, craft and design techniques
- **EXPRESSION:** produce creative work, exploring their ideas and recording their experiences

Subject areas:

- Drawing
- Sketchbooks
- Printmaking
- Sculpture
- Design & collage
- Painting
- Craft & 3D models
- Textiles
- Multimedia

Materials:

- Pencils (different hardness)
- Charcoals
- Pastels
- Inks/marker pens
- Water colours
- Ready mix paints
- Acrylics
- Tempera
- Dyes
- Linen/cloth
- Wool/cottons/threads
- Linoleum/foam prints
- Block print dyes
- Clay
- Paper mache
- Plaster
- Ceramic tiles
- Construction/craft paper

GRADE TOPICS	
Fall: 1st half-term (Sept. – Oct.)	
G1	Community; Transportation; Then and now
G2	Community; Laws; Social change
G3	World geography; Early exploration
G4	People on the move; Immigration
G5	Ancient Greece
Fall: 2nd half-term (late Oct. – Dec.)	
G1	Plant & animal groups
G2	Forces and motion
G3	Space
G4	The human body
G5	Animal and plant classification; Evolution
Winter: 1st half-term (Jan. – mid Feb.)	
G1	Timelines; Ancient Egypt
G2	Economics, Then and Now: Inventions
G3	Native Americans
G4	Ancient civilizations
G5	Electricity; Magnetism
Winter: 2nd half-term) (mid Feb. – March)	
G1	Energy; Weather; Water cycle
G2	Food Chains
G3	Animal Adaptations
G4	Radical weather; Physical states of matter
G5	Simple machines; forces and friction
Spring: 1st half-term (April – mid May)	
G1	Geography (continents, countries, capital cities)
G2	Geography (reading maps, locating Prague in the world)
G3	Czech history
G4	Climate zones
G5	Why are some countries rich/poor? (trade & politics)
Spring: 2nd half-term (mid May –June)	
G1	States of matter
G2	Rocks, minerals & soil
G3	Light and sound
G4	Climate change
G5	Why are some countries rich/poor? (resources & climate)

LEVEL INDICATORS			
LEVEL A (G1 & G2)	I can use pencils, pastels and charcoal to draw.	I can show textures, shapes and patterns in a drawing using dots and lines	I can show different tones using colours.
	I can mix primary colours to make secondary colours.	I can add white to colours to make tints. And I can add black to colours to make tones.	I can use a variety of lines of different thickness, size and shape.
	I know how colours are positioned on the colour wheel.	I can make a small clay artefact. And I can carve into clay.	I can print by pressing, rolling, rubbing and stamping.
	I can join fabrics with glue, and running stitch.	I can dip dye to contrast colour on fabric.	I can use a print programme to draw pictures.
	I can mix paper and other materials to add texture and appearance.	I have created a print inspired by the work of an artist or designer.	I can describe my work using **keywords:** Line, Tone, Colour, Texture and Shape.
LEVEL B (G2 & G3) **Level A +**	I use a selection of sketches to base my pieces on.	I use a viewfinder to help me with close observation work.	I use different grades of pencil at different angles to show tones.
	I can use hatching and cross hatching to show tone and texture.	I use thick and thin brushes to show shape, texture, pattern and line.	I mix colours and use tints and tones.
	I use watercolours to make washes for backgrounds before adding details.	I experiment to create mood and feeling with colour.	I experiment with a limited colour palette for dynamic effects.
	-I can make paper coils and lay them out to create patterns or shapes.	-I use mosaic. -I use montage.	I can use tessellation and other patterns in collage work.
	I can make nets of shapes to construct recognisable forms.	I explore making life-size models.	I make my own printing blocks and explore different materials.
	I can build up layers of colours	I can weave, stitch and quilt.	I use a digital camera to take images of objects

	to make prints of two colours or more.		people have made.
LEVEL C (G3 & G4) **Level B +**	I select the most suitable drawing materials for the type of drawing I want to produce.	I use shading to add interesting effects to my drawings, using different grades of pencil.	I use a variety of different shaped lines to indicate movement in drawings.
	I use shading to show shadows and reflections on 3D shapes.	I sketch lightly and then paint to combine lines with colour to produce images that convey a purpose.	I experiment with techniques that use contrasting textures, colours or patterns. E.g. rough/smooth, light/dark, plain/patterned.
	I use a variety of tools and techniques to sculpt clay, papier-mache and other mouldable materials.	I can surface carve to create shape and texture.	My printing uses a number of colours built up in sequence.
	I make precise Repeating patterns by creating accurate printing blocks and stencils.	I am confident and can use cross-stitch, backstitch, appliqué, embroidery, plaiting and finger knitting.	I take digital photos and enhance and manipulate them using a software programme.
LEVEL D (G4 & G5) **Level C +**	My drawings communicate movement.	My drawings of still life include shadows and reflections.	I know how different materials can be combined and use this to good effect.
	My paintings convey a purpose.	Some of my pieces include texture through paint mix or brush technique.	I combine colours and create tints, tones, shapes in any combination.
	My designs are dynamic due to colour, pattern, lines, tones, and shapes in any combination.	I can modify and change materials as my ideas evolve.	My 3D pieces contain both visual and tactile qualities.
	My models on a range of scales communicate my observations.	I can print onto fabrics, papers and other materials.	My textile pieces often combine visual *and* tactile elements.

	I‘m developing my own style of drawing and can choose appropriate techniques to convey meaning.	My portraits have a life like quality as I choose and apply appropriate techniques.	I create digital images with some animation or video or sound to communicate my ideas.

CENTRAL POINT INTERNATIONAL ELEMENTARY SCHOOL
MUSIC CURRICULUM

Aims: the music **CASE**

- **CONTEXT:** know about great composers, musicians and singers, and understand the historical and cultural development of their music
- **APPRECIATION**: evaluate and analyse musical works using the language of music and art
- **SKILLS:** develop techniques in singing, playing musical instruments and composing musical pieces
- **EXPRESSION:** produce pieces of work either as a solo artist, part of a duet or larger group, which reflect intention, feeling and emotion

Subject areas:	**Delivery methods:**
• musical notation • pitch • duration • dynamics • tempo • timbre • texture • compositional structure • instruments and their voices • parts of an orchestra/band • musical genres • music in culture • music as an expression • protest and music	• songs • chants • rhymes • ostinatos • soundscapes • singing games • playing non-tuned instruments • playing tuned instruments • composition • improvisation • sound effects • soundtracks for films/books • beatbox • ICT programmes for creating and recording music.

GRADE TOPICS	
Fall: 1st half-term (Sept. – Oct.)	
G1	Community; Transportation; Then and now
G2	Community; Laws; Social change
G3	World geography; Early exploration
G4	People on the move; Immigration
G5	Ancient Greece
Fall: 2nd half-term (late Oct. – Dec.)	
G1	Plant & animal groups
G2	Forces and motion
G3	Space
G4	The human body
G5	Animal and plant classification; Evolution
Winter: 1st half-term (Jan. – mid Feb.)	
G1	Timelines; Ancient Egypt
G2	Economics, Then and Now: Inventions
G3	Native Americans
G4	Ancient civilizations
G5	Electricty; Magnetism
Winter: 2nd half-term) (mid Feb. – March)	
G1	Energy; Weather; Water cycle
G2	Food Chains
G3	Animal Adaptations
G4	Radical weather; Physical states of matter
G5	Simple machines; forces and friction
Spring: 1st half-term (April – mid May)	
G1	Geography (continents, countries, capital cities)
G2	Geography (reading maps, locating Prague in the world)
G3	Czech history
G4	Climate zones
G5	Why are some countries rich/poor? (trade & politics)
Spring: 2nd half-term (mid May –June)	
G1	States of matter
G2	Rocks, minerals & soil
G3	Light and sound
G4	Climate change
G5	Why are some countries rich/poor? (resources & climate)

Levels Indicators

	Knowledge & understanding	Performing Skills	Composing Skills	Appraising Skills
Level 1 Grades 1 ~ 2	I can explore how sounds can be made and changed. I can recognise graphic representations of sounds heard	I use my voice in different ways such as speaking, singing and chanting, and I perform with an awareness of others.	I can repeat short rhythmic and melodic patterns and create and choose sounds in response to starting points.	I respond to different moods in music and recognise well-defined changes in sounds, identifying simple repeated patterns and take account of musical instructions.
Level 2 Grades 1 ~ 3	I recognise and explore how sounds can be organised. I can devise symbols to represent sounds and recognise crotchets, minims, and semibreves.	I sing with a sense of the shape and melody, and perform simple patterns and accompaniments, keeping to a steady pulse.	I can order sounds within simple structures such as beginning, middle, end, and in response to given starting points.	I recognise how the musical elements can be used to create different moods and effects.
Level 3 Grades 2 ~ 4	I recognise and explore the ways sounds can be combined. I can play a class piece from graphic notation. I recognise dotted minims and can play treble clef: B, A, G I can play pentatonic scales and make use of silent notes.	I sing in tune with expression and perform rhythmically simple parts that use a limited range of notes.	I can improvise repeated patterns and combine several layers of sound with awareness of the combined effect.	I recognise how different musical elements are combined and used expressively. I can make improvements to my own work.
Level 4 Grades 3 ~ 5	I explore the relationship between sounds and how music reflects different intentions. I recognise quavers. I play treble clef: D', C', B, A, G, E, D. I	While performing by ear and from simple notations, I maintain my own part with awareness of how the different parts fit together and	I can improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas	I describe, compare and evaluate different kinds of music using appropriate vocabulary. I suggest improvements to

	recognise time signatures: $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$	the need to achieve an overall effect.	within musical structures.	my own and others' work.
Level 5 Grades 4 ~ 5	I identify and explore musical devices and how music reflects time and place. I can follow treble clef notation and a simple time signatures. I can play base clef: C, B, A, G, F	I can perform significant parts from memory and from notations with awareness of my own contribution such as leading others, taking a solo part and/or providing rhythmic support.	I improvise melodic and rhythmic material. I can use a variety of notations and compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures.	I can analyse and compare musical features. I evaluate how venue, occasion and purpose affects the way music is created, performed and heard. I refine and improve my work.
Level 6 Grades 4 ~ 5	I identify and explore the different processes and contexts of selected musical genres and styles. I can follow treble clef and base clef notations, accidentals, and compound time signatures.	I select and make expressive use of tempo, dynamics, phrasing and timbre. I make subtle adjustments to fit my own part within a group performance.	I can improvise and compose in different genres and styles, using harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas for intended effects. I use relevant notations to plan, revise and refine material.	I analyse, compare and evaluate how music reflects the context in which it is created, performed and heard. I make improvements to my own and others' work in the light of the chosen style.

Grade 1 Curriculum Overview

Physical Education

Fundamental Movement	Skills Theme	Effects on Objects / Balance	Components of Fitness Sportsmanship
Fundamental • Demonstrate loco motor skills including walking, jogging, running, galloping, hopping, and jumping, sliding, skipping and leaping • Exhibit general spatial awareness and self-space awareness using a variety of directions, levels and pathways. • Demonstrate non-loco motor and loco motor skills in coordinated movement patterns • Demonstrate proper techniques of take-offs and landings • Identify and perform movement skills of chasing and fleeing. **Creative** • Show creative movement • Perform a variety of movements using the body to interpret a poem, story or song. • Move the body symmetrically and asymmetrically while maintaining balance in a stationary position.	• Demonstrate catching a self-tossed lightweight object such as a scarf or balloon. • Use and demonstrate opposition with hand/foot when using underhand tosses and overhand throws • Demonstrate striking objects with various body parts and short handled implements • Exhibit maintaining balance on a base of support while changing body shapes. • Demonstrate transferring weight from feet to hand such as a frog jump or cartwheel • Demonstrate a variety of tumbling experiences • Age-appropriate water safety instructions	• Identify ways that people and objects move. • Display how changing the force applied to an object changes the distance it will travel. (More force equals greater distance.) • Show how to reduce the impact of a force such as: bending the knees when landing after a jump. • Identify balance through movement. • Show dynamic and static balances through movement. • Display a base of support when maintaining balance	• Identify the effects of physical activity on the body systems. • List and demonstrate the functions of specific muscles of the muscular system. • Locate various places on the body to determine the heart's response to aerobic activity. • List and demonstrate activities that increase heart rate and develop cardio respiratory endurance. • Recognize the benefits of physical activity. • State the physical benefits from activities that will improve fitness. • Identify and perform physical activities that are fun and that can be performed on a regular basis. • Identify and show individual aerobic capacity/cardio respiratory fitness. • Recognize and perform various aerobic activities such as: jogging and walking and relate their affect on heart rate. • Identify and show activities for muscular strength and muscular endurance. • Recognize and perform appropriate activities that will be used to improve muscular strength. • Demonstrate how muscles or muscle groups move specific body parts • Identify and show activities for flexibility. • Recognize and perform appropriate activities that will be used to improve flexibility. • Show how muscles or muscle groups that lack flexibility affect the body • Demonstrate the characteristics to play as a team such as caring for your teammate and playing for fun

Grade 2 Curriculum Overview

Physical Education

Fundamental/Creative Movement	Skills Theme	Effects on Objects/Balance	Components of Fitness Sportsmanship
Fundamental • Show proficiency in all loco motor skills including walking, jogging, running, galloping, hopping, and jumping, sliding, skipping and leaping • Exhibit general spatial awareness and self-space awareness using a various directions, levels and pathways while performing different loco motor skills • Demonstrate and combine non-loco motor and loco motor skills in physical activity settings • Demonstrate fundamental movement skills such as throwing, catching, kicking and striking. • Demonstrate evasion skills of chasing, fleeing, and dodging in a variety of physical activities. **Creative** • Show creative movement • Display a smooth transition between loco motor and non-loco motor skills in time to music. • Perform a variety of movements using the body and implements to interpret a given situation, such as a poem, story, or song. • Move the body symmetrically and asymmetrically while traveling in general space.	• Demonstrate catching an overhand thrown object while stationary • Use and demonstrate opposition and shoulder rotation when throwing overhand. • Display transfer of weight when striking objects using various implements. • Display a tumbling sequence using balance weight transfer, and rolling. • Age-appropriate water safety instructions	• Identify ways that people and objects move. • Display how changing the angle of an object when thrown, kicked, or released changes the distance and direction it will travel. • Show how to reduce the speed of a thrown object such as bending the elbows when catching a ball. • Identify balance through movement. • Show static balance using symmetrical and asymmetrical shapes. • Explain and display the importance of a base of support and center of gravity when maintaining balance.	• Identify the effect of physical activity on the body systems. • Recognize the relationship between the muscular and skeletal systems during physical activity and show how the muscles move the bones. • Locate various places on the body to determine the heart's response to anaerobic activity • List and demonstrate activities that improve cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, and flexibility. • Recognize the benefits of physical activity. • State the physical benefits developed for each of the health related fitness components: cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, and flexibility. • Recognize the factors influencing daily physical activity. • Identify and perform physical activities that can be performed with peers on a regular basis. • Identify and show individual aerobic capacity/cardio respiratory fitness. • Relate the importance of aerobic capacity/cardio respiratory fitness for a healthy body. • Identify and show activities for individual muscular strength and muscular endurance. • Recognize and perform appropriate activities that can improve muscular endurance. • Relate the importance of muscular strength and muscular endurance for a healthy body. • Demonstrate developmentally appropriate activities involving flexibility. • Relate the importance of flexibility for a healthy body and injury prevention • State the need for rules and sportsmanship in physical activity settings and demonstrate appropriate behaviors • Demonstrate appropriate ways to show sportsmanship • Show a variety of ways to resolve conflicts

Grade 3 Curriculum Overview
Physical Education

Fundamental/Creative Movement	Skills Theme	Effects on Objects/Balance	Components of Fitness *Sportsmanship*
Fundamental • Demonstrate and apply fundamental movement skills in an authentic situation. • Show non-loco motor and loco motor skills in complex movement patterns including the elements of speed, pathways, directionality, levels, and space. • Identify and use fundamental movement skills such as throwing, catching, kicking, and striking in a game or an activity. • Identify and show activities that enhance the skill-related fitness components: power, speed, reaction time, agility, balance, and coordination. **Creative** • Demonstrate creative movement skills • Use an individual movement sequence to exhibit emotions, expressions and feelings using implements such as wands, hoops, balls, rhythm sticks, jump bands, and tinkling sticks.	• Demonstrate skill themes. • Use individual skill themes while moving by including throwing, catching, and striking in group games or activities. • Show a mature pattern when catching and throwing. • Use a tumbling sequence that includes balance, weight transfer, and various body shapes. • Age-appropriate water safety instructions	• Explain how force causes change in the way objects move. • Discuss and demonstrate how increasing or decreasing the size, number, or speed of body parts tends to increase or decrease the force generated. • Discuss and demonstrate how faster movement produces greater force. • Explain and demonstrate static and dynamic balance in various movement patterns • Show the difference between static and dynamic balance while maintaining body control.	• Explain and demonstrate the effect of moderate to vigorous physical activity on the body systems. • Identify selected bones such as leg, arm, spine, and ribs and show how these bones help move select body parts during exercise. • Discuss why the body needs more oxygen when exercising and show how exercise results in an increased breathing rate. • Discuss the role of flexibility on the muscular system during physical activity and show various stretching exercises. • Choose and perform activities that improve cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, and flexibility. • Discuss the physical benefits developed for each of the health related fitness components: cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. • Discuss the factors that promote or limit physical activity for elementary school students such as peers, parents/family, equipment, facilities, motivation, recreational opportunities, and financial limitations • Analyze individual aerobic capacity/cardio respiratory fitness. • Investigate various methods for measuring heart rate such as using a modified perceived exertion scale from 1-5. • Choose and perform activities using the concept of pacing and its importance for aerobic capacity/cardio respiratory fitness. • Choose and practice developmentally appropriate activities that will improve muscular strength and muscular endurance • Select and perform developmentally appropriate muscular strength and muscular endurance tasks that improve specific muscle groups. • Distinguish and practice developmentally appropriate activities involving flexibility for various muscle groups. • Explore and perform specific stretches to enhance flexibility of specific joints/muscle groups for injury prevention. • Employ effective participation and cooperation skills in physical activity settings. • Choose appropriate rules for participation and sportsmanship in a variety of physical activity settings. • Explore and practice ways to encourage others during physical activity. • Choose and demonstrate socially acceptable methods of conflict resolution.

Grade 4 Curriculum Overview
Physical Education

Fundamental/Creative Movement	Skills Theme	Effects on Objects/Balance	Components of Fitness Sportsmanship
Fundamental • Demonstrate and apply fundamental movement skills in an authentic situation. • Use non-loco motor and loco motor skills while varying movement conditions such as: speed, force, pathways, directions, levels, and space in authentic situations such as: fitness, adventure and cooperative games, rhythms and dance, tumbling and gymnastics, recreational games, individual and team sports. **Creative** • Demonstrate creative movement skills. • Perform creative movements in an individual/partner sequence with or without the use of implements.	• Apply skill themes. • Demonstrate and combine skill themes in physical activity including throwing, catching, and striking with control in an authentic setting. • Demonstrate a self-designed tumbling sequence that includes three skills. • Age-appropriate water safety instructions	• Explain how force causes change in the way objects move. • Describe how an objects change in motion is determined by the mass of an object and the amount of the force applied to it. • Demonstrate and describe for every action there is an equal and opposite reaction such as dribbling a ball with a light force produces a small rebound and a heavy force produces a large rebound. • Explain and demonstrate static and dynamic balance in various movement patterns. • Discuss factors that influence static balance positions while maintaining balance such as: weight, center of gravity, foot size, and previous experience. • Discuss factors that influence dynamic balance in a variety of physical activities such as: weight, center of gravity, foot size, and previous experience that influence one's balance while walking on a balance beam.	• Explain the effect of moderate to vigorous physical activity on the body systems. • Discuss the function of the components of the cardio respiratory system such as the heart, lungs, and blood vessels and describe how each functions during exercise. • Describe the role of the muscles and skeleton in the protection of the internal organs such as the rib cage protecting the heart and lungs. • Select and show activities that develop the cardio respiratory and muscular systems. • Classify and show activities for each health-related fitness component: cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. • Classify and show activities according to the skill-related components of fitness: agility, balance, coordination, power, speed, and reaction time. • Discuss the physical benefits of participation in physical activity in the development of improved flexibility and body composition ratios. • Classify factors affecting physical activity as either promoting or limiting. • Calculate personal level of aerobic capacity/cardio respiratory fitness through a systematic approach using a standardized fitness test. • Compare and perform various aerobic and anaerobic activities and the effect on heart rate. • Compare various methods for measuring heart rate such as taking a pulse or using a stethoscope. • Categorize and demonstrate the three parts of an aerobic workout including warm-up, aerobic phase, and cool down. • Calculate personal level of muscular strength and muscular endurance through a systematic approach using a standardized fitness test. • Categorize muscular strength and muscular endurance activities. • Organize and use muscular strength and muscular endurance tasks for specific muscle groups of the upper body. • Calculate personal level of flexibility through a systematic approach using a standardized fitness test. • Categorize lower and upper body stretches to improve flexibility. • Investigate the use dynamic stretches for flexibility. • Employ effective participation and cooperation skills in physical activity settings. • Use appropriate strategies to maintain self-control in-group settings and to promote good sportsmanship. • Demonstrate a variety of ways to show consideration for others, to maximize personal potential, and build and maintain healthy relationships • Show respect and caring for peers through verbal and nonverbal encouragement and assistance

Grade 5 Curriculum Overview
Physical Education

Fundamental/Creative Movement	Skills Theme	Effects on Objects/Balance	Components of Fitness Sportsmanship
Fundamental • Demonstrate and apply fundamental movement skills in an authentic situation. • Classify and show the fundamental movement skills needed in a variety of physical activities such as: fitness, adventure and cooperative games, rhythms and dance, tumbling and gymnastics, recreational games, individual and team sports. **Creative** • Demonstrate creative movement skills. • Perform a creative individual/partner/group movement sequence using a movement theme, music, or other rhythmic accompaniment.	• Apply skill themes. • Demonstrate skill themes including basic offensive and defensive strategies such as creating space on offense and preventing scoring on defense in games and activities. • Demonstrate a self-designed tumbling sequence that includes a beginning and ending shape, and skills for rolling, transfer of weight, and balance. • Age-appropriate water safety instructions	• Explain how force causes change in the way objects move. • Demonstrate and discuss how an objects change in motion is determined by the mass of an object and the amount of the force applied to it. Examples such as a yarn ball, whiffle ball, or softball (same size, different mass) will travel different distances when thrown with the same force. • Demonstrate and discuss how raising the body's center of gravity and narrowing the base of support allows for quicker starts such as: runners leaning forward to start a race. • Explain and demonstrate static and dynamic balance in various movement patterns. • Show a movement pattern that includes static and dynamic balance such as: a throw or a kick in a variety of physical activities and describe how balance affects performance.	• Explain the effect of moderate to vigorous physical activity on the body systems. • Discuss the function of the components of the skeletal and muscular systems such as: bones, cartilage, ligaments, and tendons. • Demonstrate how the cardio respiratory and muscular systems respond to exercise during the warm-up, aerobic, and cool-down phases of physical activity. • Classify and demonstrate activities that develop the cardio respiratory and muscular systems. • Investigate activities that will improve the health-related fitness components: cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. • Use the skill-related fitness components: agility, balance, coordination, power, speed, and reaction time through participation in selected activities. • Explain the benefits of physical activity. • Express the emotional benefits developed through physical activity such as stress reduction. • Discuss factors that limit physical activity and describe strategies to address the factors. • Calculate personal aerobic capacity/cardio respiratory fitness through standardized fitness tests. • Categorize activities to compare the difference between aerobic and anaerobic activity and the effect on heart rate. • Use various methods for measuring individual heart rate. • Distinguish between the three parts of an aerobic workout while performing an aerobic activity. • Analyze individual muscular strength and muscular endurance. • Calculate muscular strength and muscular endurance through standardized fitness tests. • Organize and use muscular strength and muscular endurance task for specific muscle groups of the lower body. • Calculate flexibility through standardized fitness tests. • Distinguish between static and dynamic stretches for the upper and lower body. • Investigate range of motion as it relates to flexibility and safety. • Investigate contraindicated exercises for flexibility and their relationship to safe stretching. • Employ effective participation and cooperation skills in physical activity settings. • Discuss appropriate cooperative strategies in a variety of physical activity settings. • Discuss and use problem-solving techniques that build and maintain healthy relationships and promote good sportsmanship. • Show a variety of ways to communicate empathy, caring, consideration, and respect for self and others. • List ways to include students with different abilities into group and individual activities.

Grade 6 Curriculum Overview
Physical Education

Fundamental/Creative Movement	Skills Theme	Effects on Objects/Balance	Components of Fitness Sportsmanship
Fundamental • Demonstrate and apply fundamental movement skills in an authentic situation. • Classify and show the fundamental movement skills needed in a variety of physical activities such as: fitness, adventure and cooperative games, rhythms and dance, tumbling and gymnastics, recreational games, individual and team sports. **Creative** • Demonstrate creative movement skills. • Perform a creative individual/partner/group movement sequence using a movement theme, music, or other rhythmic accompaniment, with or without the aid of implements	• Apply skill themes. • Demonstrate skill themes including basic offensive and defensive strategies such as creating space on offense and preventing scoring on defense in games and activities. • Demonstrate a self-designed tumbling sequence that includes a beginning and ending shape, and skills for rolling, transfer of weight, and balance. • Age-appropriate water safety instructions	• Explain how force causes change in the way objects move. • Demonstrate and discuss how an objects change in motion is determined by the mass of an object and the amount of the force applied to it. Examples such as a yarn ball, whiffle ball, or softball (same size, different mass) will travel different distances when thrown with the same force. • Demonstrate and discuss how raising the body's center of gravity and narrowing the base of support allows for quicker starts such as: runners leaning forward to start a race. • Explain and demonstrate static and dynamic balance in various movement patterns. • Show a movement pattern that includes static and dynamic balance such as: a throw or a kick in a variety of physical activities and describe how balance affects performance.	• Explain the effect of moderate to vigorous physical activity on the body systems. • Discuss the function of the components of the skeletal and muscular systems such as: bones, cartilage, ligaments, and tendons. • Demonstrate how the cardio respiratory and muscular systems respond to exercise during the warm-up, aerobic, and cool-down phases of physical activity. • Classify and demonstrate activities that develop the cardio respiratory and muscular systems. • Investigate activities that will improve the health-related fitness components: cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. • Use the skill-related fitness components: agility, balance, coordination, power, speed, and reaction time through participation in selected activities. • Analyze individual muscular strength and muscular endurance. • Calculate muscular strength and muscular endurance through standardized fitness tests. • Organize and use muscular strength and muscular endurance task for specific muscle groups of the lower body. • prepare individually for various physical activities • compile individual recovery program and create a daily routine in accordance with the principles of a healthy lifestyle • take care of his physical fitness and health • apply preparatory exercises for individual athletic activities • justify the importance of movement games for establishing and strengthening people-to-people contacts • strive for fair play in games, enjoy the game, not the loss of another • recognize which game is suitable for a certain age, number of players, environment