



# Grade 6 Content Summary 2011 Weeks 22 – 29

## English

### Oral Skills

During English lessons students will be involved in various activities that relate to the theme we are studying. These activities will encourage students to:

- speak clearly and confidently.
- project their voice / speak loudly
- speak fluently and expressively
- participate in discussion

In addition, students will give an **oral presentation** relevant to the unit we are studying. The *Oral Presentation Topics* are listed below. Please take note of the things your son should include in his presentation:

**Please note that in Grade 6 your son is required to bring support material to supplement his presentation. Support material can include pictures, photos or items relevant to the topic.**

### Oral Presentation Topics:

- **Unit Five: Ancient Civilisations:** Present an information report about an Ancient Civilisation.  
The presentation should include information about history, culture and lifestyle, such as; food, clothing, family, housing, art, language, religion.

**Text Type Based Activities** - Reading, Writing, Grammar, Listening are based around the Unit Themes below:

Unit One Theme: Ancient Civilisations	
Text Type: Information Report (booklet form)	
Vocabulary	Text Type Based Activities
<p><b>Talking about things long ago:</b> Ancient, legacy, ruled, olden days, civilisation, society, culture, art, architecture, school, learning, writing, travel, religion, government, clothing, museum, facts robes, sashes, hemp, cotton, silk, satin, calligraphy, Ming Dynasty</p> <p><b>Quantifiers:</b> a, an, some, a few, a lot of, a little, any, not much, not many, <i>numbers</i></p> <p><b>Phrasal Verbs:</b> eg: look up, look into, look away, look at, look on</p> <p><b>Library Catalogue:</b> computer catalogue, library catalogue, search, call number</p> <p><b>Information reports/booklets</b></p>	<p><b>Using Vocabulary:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use phrasal verbs appropriately</li> </ul> <p><b>Using Grammar:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and use quantifiers appropriately</li> </ul> <p><b>Listening/Comprehension:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Follow a set of instructions</li> <li>• Listen for a sustained period of time</li> <li>• Recall information and details</li> <li>• Use knowledge of cohesive devices to follow what is being said (connectors to do with cause and effect and purpose)</li> </ul> <p><b>Reading:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Make predictions about content and identify gist/main ideas using title, headings, subheadings, visuals</li> <li>• Infer and draw conclusions from headings, subheadings, pictures</li> <li>• Recall information: details, pictures that support a main idea</li> </ul> <p><b>Writing:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Organise information</li> <li>• Gather information using alphabetical order, contents page, headings, subheadings, classification</li> <li>• Plan and organise with teacher guidance a simple presentation on a familiar topic</li> <li>• Select an appropriate focus with teacher guidance for writing</li> <li>• Use details that elaborate on main ideas</li> <li>• Draft, revise and edit a text with teacher and peers</li> <li>• Use grammar and vocabulary appropriately</li> </ul> <p><b>Understanding the text type:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and use appropriately terms relating to information reports</li> <li>• Understand and identify grammatical items and structures relating to an information report</li> </ul>

Unit Seven Theme: In Space	
Text Type: Interview	
Vocabulary	Text Type Based Activities
<p><b>Interview:</b> topic, article, readers, expert, subject, questions, publish, interviewee, interviewer, telephone/letter/e-mail/face-to-face interview, deadline, research</p> <p><b>Adjectives:</b> Gigantic, powerful, precise, detailed, up-to-date</p> <p><b>Verbs:</b> Spin, launch, toss, mission, explore, conduct, collect, switch, refuel, inflatable/blow-up,</p> <p><b>Nouns:</b> Sailors, scientist, journalist, astronaut, WASP (World Aeronautics and Space Project), township, passengers, settlers, telescopes</p> <p><b>Future time:</b> will (not) + verb</p> <p><b>Present continuous:</b> are/is/am (not) + verb + ing</p> <p><b>Similes:</b> as/like</p> <p><b>Text Type:</b> headline, introductory paragraph, main body, concluding remark</p> <p><b>Abbreviations ;Colon</b></p>	<p><b>Using Vocabulary:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>Use vocabulary to describe feelings appropriately.</li> </ul> <p><b>Using Grammar:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>Talk about themselves and others using future and present continuous tense.</li> <li>Understand and use grammatical items and structures related to future and present continuous tense.</li> </ul> <p><b>Listening/Comprehension:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>Listen for a sustained period of time during teacher explanation.</li> <li>Recall information about characters, events and setting.</li> <li>Explain own views; support opinions/ideas with reasons.</li> </ul> <p><b>Reading:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>Enjoy creative use of language.</li> <li>Make predictions about events and settings using contextual clues and prior knowledge.</li> <li>Give reasons to support an opinion.</li> <li>Recall information about events and settings.</li> </ul> <p><b>Writing:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>Plan and organise writing with purpose and audience in mind.</li> <li>Select and appropriate focus with teacher guidance when writing.</li> <li>Use grammar and vocabulary appropriately.</li> <li>Draft, revise and edit a text with teacher, peers and individually.</li> <li>Understand how the purpose of an interview is achieved through text organization, grammar and vocabulary.</li> </ul> <p><b>Understanding the text type:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>Recognise some features of interviews.</li> <li>Understand that the purpose of an interview is achieved through text organization, grammar and vocabulary.</li> <li>Use appropriate terms, grammatical items and structures related to a personal recount.</li> </ul>

## Mathematics

### Volume of Solids

- Find the volume of a solid made up of cubes and cuboids.
- Find the volume of the remaining solid when a cube or cuboid is removed from another cube or cuboid.
- Key Concept: The volume of a cuboid is the product of its length, breadth and height.

### Volume of Liquids

- Find the volume of water in a cubical or a rectangular tank.
- Find the height of the water level in a rectangular tank given the volume of water.
- Find the time taken by water to fill up a tank given the volume of water and its flow rate.
- Key Concept: The volume of a liquid is given by the capacity of the container it occupies.

### Pie Charts

- Recognise a pie chart as another type of graph.
- Read and interpret pie charts.
- Key Concept: The circle in a pie chart represents one whole or 100%.

### Problem Solving

- One Mathematics period each week will be used to teach problem solving.

## Science

Unit 5 - Body Organ Systems

Unit 6 – Atmospheric Conditions

Please see the Science Textbook chapters for details about the content of these units.



# Grade 6 Content Summary 2011 Weeks 31 – 38

## English

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- speak clearly and confidently.
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- speak fluently and expressively
- participate in discussion

In addition, students will give an **oral presentation** relevant to the unit we are studying. The *Oral Presentation Topics* are listed below. Please take note of the things your son should include in his presentation:

**Please note that in Grade 6 your son is required to bring support material to supplement his presentation. Support material can include pictures, photos or items relevant to the topic.**

### Oral Presentation Topics:

- Unit Seven: *Ancient Civilisations*
- Unit Eight: *Long Long Ago*

**Text Type Based Activities** - Reading, Writing, Grammar, Listening are based around the Unit Themes below:

Unit Two Theme: Text Type:	Long Long Ago Narratives / Myths
Vocabulary	Text Type Based Activities
<p><b>Myths:</b> ancient, myths, popular beliefs, magical powers</p> <p><b>Talking about Greek Myths:</b> Mount Olympus, Greece</p> <p>Greek gods/goddesses: Zeus, Hera, Athene, Apollo, Poseidon, Hades, Dionysus</p> <p><b>Narratives/Myths:</b> setting, main characters, problem, series of events, resolution, coda</p> <p><b>Perfect Present Tense:</b> past participle, (<i>have walked, have eaten, have met</i>) ever/never (<i>just, already, yet/not yet</i>), for, since, how long</p> <p><b>Prefixes:</b> mis-, non-, pre-, post-, re-, super-</p>	<p><b>Using Vocabulary:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use prefixes appropriately</li> <li>• Use known parts of a word to make sense of the whole word</li> </ul> <p><b>Using Grammar:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and use the present perfect tense appropriately</li> <li>• Use typical language features found in myth narratives: proper nouns, past tense, third person pronouns, possessive adjectives, connectors that show time and sequence, adverbs and adverbial phrases, adjectives, direct speech</li> </ul> <p><b>Listening/Comprehension:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Listen for a sustained period of time</li> <li>• Listen to a text to recall information/details</li> <li>• Use knowledge of cohesive devices to follow what is being said</li> </ul> <p><b>Reading:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Make predictions about characters and their actions, events and setting using contextual clues and prior knowledge</li> <li>• Infer and draw conclusions about characters and their actions, events, setting using prior knowledge, pictures and knowledge of cohesive devices</li> <li>• Identify gist/main ideas through looking at characters, events, setting</li> <li>• Recall information</li> <li>• Give reasons to support a response to a character</li> </ul> <p><b>Writing:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• plan and organise with teacher guidance a simple presentation on a familiar topic</li> <li>• select an appropriate focus with teacher guidance for writing</li> <li>• Use details that elaborate on main ideas</li> <li>• Draft, revise and edit a text with teacher and peers</li> <li>• Use grammar and vocabulary appropriately</li> </ul> <p><b>Understanding the text type:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and use appropriately terms relating to myths</li> <li>• Understand and identify grammatical items and structures relating to a myth</li> </ul>

## **Mathematics**

### **Ratio**

- Write the ratio of one quantity to another quantity in terms of
  - (i) The actual number.
  - (ii) The number of groups.
- Express one quantity as a fraction of another quantity given their ratio and vice versa.
- Find how many times one value is as large as another given their ratio and vice versa.
- Word Problems: Express fraction statement and comparative statement as models
- Word Problems: Interpret a model and use the unitary method to solve word problems
- Word Problems: Solve word problems by applying the common multiple concept
- Word Problems: Apply the ratio concept to solve geometrical problems using the unitary method
- Recognise that two quantities are in direct proportion
- Apply proportion concepts and equivalent ratios to solve simple word problems.
- Apply proportion concepts and unitary method (together with model) to solve direct proportion problems.
- Word Problems: Solve higher-order word problems on ratio and direct proportion using the model method, before-after concept and working backwards strategy.

### **Time and Speed**

- Read and write time using the 12-hour and 24-hour clock
- Convert 12-hour clock and 24-hour clock and vice versa
- Find the ending time given the beginning time and time interval
- Find the beginning time given the ending time and time interval
- Find the time interval given the beginning and ending times
- Understand the concept of speed as the distance travelled per unit time
- Use the unitary method or formula to calculate speed, distance or time
- Read, interpret and write speed in different units
- Use different units of speed to solve speed problems
- Understand the concept of average speed as the total distance travelled divided by the total time taken
- Find the average speed given the total distance travelled and the total time taken.
- Find the average speed given different time intervals of time and distances, different speeds and distances of different intervals of time and speed

### **Problem Solving**

- One Mathematics period each week will be used to teach problem solving.

## **Science**

### **Unit 7: Acids and Alkalis**

### **Unit 8: Force and Friction**

*Please see the Science Textbook chapters for details about the content of these units.*