



International School of Madrid

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Key Stage Two: Years 3, 4, 5 and 6

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In Key Stage Two (ages 7 to 11 years) our overall aim is to develop the confidence of the children in all forms of the English language: spoken, written, creative, grammatical. We build on the firm language base given to children during their years in Foundation Stage and Key Stage 1. At I.S.M. our aim is that children develop their language skills throughout the day's activities, not in isolated English lessons.

Great emphasis is placed on the contribution of each individual to the school life. In Key Stage 1, this has been primarily concerned with the child's contribution in class, but in Key Stage 2, the children also benefit from participating in team colour events and the Student Government. All children also benefit from regular assemblies prepared by each class and these offer invaluable opportunities to gain confidence in language skills in front of an audience and offer a forum for sharing ideas and experiences.

Within the classroom, children are asked to work in a variety of situations in order to promote development of their English language. They work as a class, in small groups, in pairs, on activities such as telling their news, forming questions and giving answers, on discussions, debates, telling stories or reading poems, sequencing, predicting, etc. They work in both formal and informal situations and are always encouraged to express themselves in English among their peers and with staff.

The class teachers for each year group co-operate closely with the Spanish teachers who work with their class. This ensures continuity and balance between English and Spanish curriculum.

TOPIC WORK

We follow the English National Curriculum. This can be found online at: <http://curriculum.qca.org.uk>
Our topics are based on schemes of work produced by the Qualifications and Curriculum Authority (QCA). These can be viewed online at: www.standards.dfes.gov.uk/schemes.

The tables below show what topics the children will be studying in each year group. Online links to resources to support these topics can be found on the school website:
www.internationalschoolofmadrid.com/information.htm

LONG TERM TOPIC OVERVIEW – YEAR 3						
	Autumn		Spring		Summer	
Science	Teeth and Healthy eating	Magnets and springs	Characteristics of Materials	Rocks and soils	Helping plants to grow well	Light and shadows
History	Ancient Egypt				Invaders and Settlers	
Geography			Investigating the local area Madrid			
Art	Egyptian art and craft		Artist Study: Paul Klee		Investigating pattern	
Design & Technology	Packaging		Sandwich snacks		Photograph frame	

LONG TERM TOPIC OVERVIEW – YEAR 4						
	Autumn		Spring		Summer	
Science	Moving and growing	Keeping warm	Solids and liquids and how they can be separated	Habitats	Friction	Circuits and conductors
History	Who were the Ancient Greeks?		Local History			
Geography	Improving the environment				A village in India	
Art	Greek art and craft		Take a seat		Journeys	
Design & Technology	Money and containers		Storybooks			

LONG TERM TOPIC OVERVIEW – YEAR 5						
	Autumn		Spring		Summer	
Science	Keeping Healthy	Changing sounds	Gases all around us	Changing State	Life Cycles	Earth, Sun and Moon
History	Why did Henry VIII marry six times?		Tudor Exploration		Children in WWII	
Geography	Mapping Skills		Water and conservation		Local environment issue	
Art	Line drawings and collage: Tudor art and craft		Artist study –		Objects and meanings	
Design & Technology	Musical Instruments		Containers			

LONG TERM TOPIC OVERVIEW – YEAR 6							
	Autumn		Spring			Summer	
Science	Interdependence and Adaptation	More about dissolving	How we see things	Forces	Reversible and irreversible changes	Investigation Skills	Circuits
History	Victorian Children		Madrid in the 19 th Century			Historical figure from the 60's or 70's project	
Geography	Atlas and mapping skills		Rivers			Mountain Environment	
Art	Victorian art and crafts		Venetian masks			Artist Study: Alexander Calder	
Design & Technology	Victorian Toys		Cooking				

LITERACY

In Literacy pupils develop skills in speaking, listening, reading and writing. Our objective in KS2, is to enable our pupils to express themselves creatively and imaginatively and to communicate with others effectively.

SPEAKING AND LISTENING

During KS2, pupils learn how to speak in a range of contexts, adapting what they say and how they say it, according to purpose and audience.

During Year 3 children will have opportunities to:

Speaking	<ul style="list-style-type: none"> Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds Sustain conversation, explain or give reasons for their views or choices Develop and use specific vocabulary in different contexts
Listening and Responding	<ul style="list-style-type: none"> Follow up others' points and show whether they agree or disagree in whole-class discussion Identify the presentational features used to communicate the main points in a broadcast
Group Discussion	<ul style="list-style-type: none"> Use talk to organise roles and action Actively include and respond to all members of the group Use the language of possibility to investigate and reflect on feelings, behaviour or relationships
Drama	<ul style="list-style-type: none"> Present events and characters through dialogue to engage the interest of an audience Use some drama strategies to explore stories or issues Identify and discuss qualities of others' performances, including gesture, action and costume

During Year 4 children will have opportunities to:

Speaking	<ul style="list-style-type: none"> Offer reasons and evidence for their views, considering alternative opinions Respond appropriately to the contributions of others in the light of differing viewpoints Tell stories effectively and convey detailed information coherently for listeners
Listening and Responding	<ul style="list-style-type: none"> Listen to a speaker, make notes on the talk and use notes to develop a role-play Identify how talk varies with age, familiarity, gender and purpose
Group Discussion	<ul style="list-style-type: none"> Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans Identify the main points of each speaker, compare their arguments and how they are presented
Drama	<ul style="list-style-type: none"> Create roles showing how behaviour can be interpreted from different viewpoints Develop scripts based on improvisation Comment constructively on plays and performances, discussing effects and how they are achieved

During Year 5 children will have opportunities to:

Speaking	<ul style="list-style-type: none"> • Tell a story using notes • Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language • Use and explore different question types and different ways words are used, including in formal and informal contexts
Listening and Responding	<ul style="list-style-type: none"> • Identify different question types and evaluate their impact on the audience • Identify some aspects of talk that vary between formal and informal occasions • Analyse the use of persuasive language
Group Discussion	<ul style="list-style-type: none"> • Plan and manage a group task over time using different levels of planning • Understand different ways to take the lead and support others in groups • Understand the process of decision making
Drama	<ul style="list-style-type: none"> • Reflect on how working in role helps to explore complex issues • Perform a scripted scene making use of dramatic conventions

During Year 6 children will have opportunities to:

Speaking	<ul style="list-style-type: none"> • Use a range of oral techniques to present persuasive arguments and engaging narratives • Participate in whole-class debate using the conventions and language of debate, including standard English • Use the techniques of dialogic talk to explore ideas, topics or issues
Listening and Responding	<ul style="list-style-type: none"> • Make notes when listening for a sustained period • Analyse and evaluate how speakers present points effectively through use of language and gesture • Listen for language variation in formal and informal contexts • Identify the ways spoken language varies according to differences in the context and purpose of its use
Group Discussion	<ul style="list-style-type: none"> • Consider examples of conflict and resolution, exploring the language used • Understand and use a variety of ways to criticise constructively and respond to criticism
Drama	<ul style="list-style-type: none"> • Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires • Devise a performance considering how to adapt the performance for a specific audience • Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension

WRITING

In Key Stage 2 children will have ample experience of different types of writing and for different purposes and audiences. Children will be encouraged to use their knowledge about language, applying word, sentence and text level knowledge. It is important that they begin to plan, proof-read and redraft their work, in order to become more independent in their writing.

By the end of Year 3 children should:

Phonics and spelling	<ul style="list-style-type: none"> • Attempt to spell unfamiliar words using known conventions and rules and a range of strategies • Spell words containing common prefixes and suffixes, e.g. <i>un-</i>, <i>dis-</i>, <i>-ly</i>, <i>-ful</i>. • Spell inflected forms of words containing short vowel, doubling the final consonant where necessary, e.g. <i>win</i> – <i>winning</i>, <i>beg</i> – <i>begged</i>.
Handwriting	<ul style="list-style-type: none"> • Write legibly with a joined hand, maintaining consistency in size and spacing.
Style	<ul style="list-style-type: none"> • Use interesting vocabulary; vary use of adjectives and verbs for impact. • Use terminology appropriate to text type. • Write simple and compound sentences. • Begin to use some subordinators e.g. <i>if</i>, <i>so</i>, <i>while</i>, <i>though</i>, <i>since</i>.
Punctuation	<ul style="list-style-type: none"> • Demarcate sentence in the course of writing, using full stops, capital letters, question and exclamation marks, usually accurately. • Begin to use speech marks and capital letters for a range of purposes. • Secure the use of commas in a list.
Purpose and organisation	<ul style="list-style-type: none"> • Use 1st or 3rd person and tense consistently. • Use a range of connectives that signal time. • Vary story openings to create effects, such as building tension and suspense, creating moods, establishing character and scene setting. • In non-fiction, begin using basic structure, e.g. introductory and concluding statements in non-chronological reports. • Sequence sentence to extend ideas logically.
Process	<ul style="list-style-type: none"> • Generate and collect suitable words and phrases before writing. • Use different planning formats, e.g. charting, mapping, flow charts, simple storyboards. • Make and use notes. • Identify and consider audience and how this affects writing. • Mentally rehearse writing, and cumulatively re-read, making adaptations and corrections. • Be able to improve own writing and correct errors.

By the end of Year 4 children should:

Phonics and spelling	<ul style="list-style-type: none"> Attempt to spell unfamiliar words using known conventions and rules and a range of strategies. Distinguish the spelling of common homophones, e.g. <i>hear</i> and <i>here</i>. Use the dictionary to check spelling of words. Use the apostrophe for omission.
Handwriting	<ul style="list-style-type: none"> Use fluent joined handwriting for all writing except where other special forms are required.
Style	<ul style="list-style-type: none"> Use adjectives and adverbs selectively to create variety and add interest. Use powerful verbs to show character or add impact. Use language precisely and selectively in relation to text types, for instance to persuade or convey information.
Punctuation	<ul style="list-style-type: none"> Use punctuation effectively in a range of text types. Begin to use the apostrophe for possession. Use commas to separate phrases and clauses within sentences.
Purpose and organisation	<ul style="list-style-type: none"> Maintain consistent person and tense. Use main features of story structure to organise events, varying opening, build-ups, conflicts and endings. Use paragraphs to structure narrative. Show imagination through use of detail. In non-fiction, use basic features such as introductory statements, followed by clear points leading to a conclusion. In non-fiction, attempt to interest, instruct, persuade or amuse the reader.
Process	<ul style="list-style-type: none"> Use different ways to plan writing, e.g. notes, diagrams, etc. Mentally rehearse writing and re-read as a matter of habit. Edit in relation to audience and purpose, enhancing or deleting, justifying choices.

By the end of Year 5 children should:

Phonics and spelling	<ul style="list-style-type: none"> Spell all of the medium frequency words Spell words containing more complex prefixes and suffixes, e.g. <i>circum-</i>, <i>ir-</i>, <i>im-</i>, <i>-tion</i>, <i>-cian</i>. Spell inflected forms of words containing short vowels and split digraphs, e.g. <i>hop</i> and <i>hope</i>, doubling the final consonant where necessary, e.g. <i>hopping</i>, or replacing the final 'e', e.g. <i>hoping</i>. Use the apostrophe accurately for words ending in 's'.
Style	<ul style="list-style-type: none"> Use well-chosen phrases and vocabulary to engage the reader. Use appropriate grammatical features for different text types. Write complex sentences, selecting and using a wide range of subordinators. Adapt or rearrange sentences in relation to text types, using subordinate clauses to add information, to give reasons and to explain. Select appropriate word order in sentences to create interest and to increase precision, clarity and economy. Write using direct and reported speech.
Punctuation	<ul style="list-style-type: none"> Demarcate sentences correctly. Use punctuation to create effects, e.g. slowing the pace of a sentence. Make more use of commas to separate items in a list, clauses and phrases. Use speech marks, with new lines for speaker and correct punctuation. Secure apostrophe for omission and possession.
Purpose and organisation	<ul style="list-style-type: none"> Use a repertoire of causal and logical connectives as well as those that signal time, e.g. <i>however</i>, <i>therefore</i>, <i>next</i>, <i>meanwhile</i>. Secure grammatical agreement and coherence to avoid ambiguities and contradiction. Draw writing, both narrative and non-fiction forms, towards a defined conclusion. Suggest insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader. Use setting to create and reflect changes in mood. Use paragraphs to structure plot, by shifting paragraphs for change of time, scene, action, mood or person. In non-fiction, elaborate the basic structures of text types in order to make writing more effective in relation to audience and purpose. Interest the reader through, for instance, including the narrator's viewpoint, the use of humour, gaining suspense through delay, or by the use of specific detail. Adapt writing to be concise and clear, and use an impersonal style.
Process	<ul style="list-style-type: none"> Review and edit writing to produce final form, matched to the needs of an identified reader. Refine own writing and evaluate work.

By the end of Year 6 children should:

Spelling	<p>Use independent spelling strategies, including:</p> <ul style="list-style-type: none"> • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivation of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features.
Style	<ul style="list-style-type: none"> • Use well-chosen phrases such as adverbials, adventurous and precise vocabulary and other techniques such as sentence variation or figurative language, to contribute to the effectiveness of writing. • Secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects. • Write sentences in an appropriate and effective style, in relation to text type, audience and purpose. • Use conditional sentences and the passive voice.
Punctuation	<ul style="list-style-type: none"> • Demarcate sentences correctly. • Secure the use of the comma to demarcate grammatical boundaries and to separate elements of a sentence, such as short phrases, clauses or items in a list. • Begin to make use of other punctuation marks such as the semicolon.
Purpose and organisation	<ul style="list-style-type: none"> • Use pronouns and tenses accurately to establish textual cohesion and to avoid ambiguity. • Use a range of connecting words and phrases appropriately in different text types. • Write with appropriate pace. • In narrative, create characters with some significant interaction between them, through direct or reported speech, building characterisation through action, description and characters' responses. • In non-fiction structures, write appropriately, including relevant introduction and clear presentation of information or points which lead to a well-drawn conclusion, often relating the subject to the reader. • Use paragraphs to distinguish the structure of different texts. • Relate events logically so that writing is coherent and provides good coverage of the main topic. • Use the range of different types of connectives to write coherently. • Keep writing lively, to interest, inform or persuade the reader through, for example, the ways in which characters or events are developed and commented upon or by providing persuasive reasons with examples.
Process	<ul style="list-style-type: none"> • Plan quickly and effectively, including the conclusion. • Polish own poetry for performance. • Use IT to plan, revise and edit writing for publication. • Discuss and select appropriate style and form to suit specific purpose and audience, drawing on knowledge of different texts.

READING

Throughout KS2, pupils will read a range of materials, using their knowledge of words, sentences and texts, to understand and respond to the meaning. They increase their ability to read challenging and lengthy texts independently, reflecting on the meaning and analysing and discussing various aspects related to specific genre.

By the end of Year 3 children should:

Word recognition and phonic knowledge	<ul style="list-style-type: none"> Recognise a range of prefixes and suffixes to construct the meanings of words in context Recognise the function of the apostrophe for omission and pronounce contracted forms correctly Recognise the full range of consonant digraphs, e.g. kn, wr, ph
Grammatical Awareness	<ul style="list-style-type: none"> Read aloud with intonation and expression taking account of punctuation Understand how pronouns are used and apply this information to maintain understanding when reading Understand how dialogue is punctuated and laid out and read with appropriate expression
Use of context	<ul style="list-style-type: none"> Know how language is used to create effects Use bibliographic knowledge
Knowing how texts work	<ul style="list-style-type: none"> Understand the difference between prose and play scripts Understand the features of page layout in non-fiction texts Understand how to use indexes to locate specific information
Interpretation and Response	<ul style="list-style-type: none"> Explore underlying themes and ideas, making clear references to the text When reading aloud show awareness and understanding of the different voices in stories Discuss the actions of the main characters and justify views using evidence from the text. Identify the main point and summarise orally the content of the passage of text Use notes to summarise the main points from a passage or text Evaluate the usefulness of information
Attitude	<ul style="list-style-type: none"> Sustain silent reading to include longer, more complex texts Draw on knowledge of authors and types of books they write to inform choices Read aloud confidently to an audience

By the end of Year 4 children should:

Word recognition and phonic knowledge	<ul style="list-style-type: none"> Use knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meaning of words in context
Grammatical Awareness	<ul style="list-style-type: none"> Read aloud with intonation and expression taking account of punctuation Use knowledge of how commas, connectives and full stops are used to join and separate clauses to maintain fluency and understanding when reading Apply knowledge of the different uses of the apostrophe to maintain understanding
Use of context	<ul style="list-style-type: none"> Understand narrative order and chronology, tracking the passing of time in stories Know how style and vocabulary are linked to the purpose of the text
Knowing how texts work	<ul style="list-style-type: none"> Understand how chapters and paragraphs are used to collect, order and build up ideas Make use of non-fiction features and assess for relevance for intended purpose Identify the features of different types of text and use appropriate reading strategies
Interpretation and Response	<ul style="list-style-type: none"> Identify and discuss issues locating evidence in the text Interpret the effect the choice of language has to create moods, build tension, etc. Identify the use of expressive, descriptive and figurative language in prose and poetry Respond critically to issues raised in stories Prepare for factual research by evaluating what is known and locating relevant sources to use Evaluate specific texts with reference to text types Distinguish between fact and opinion and recognise the point of view being presented in a text.
Attitude	<ul style="list-style-type: none"> Develop different reading styles for different text types Describe and review own reading habits Take part in peer group discussion on books

By the end of Year 5 children should:

Word recognition and phonic knowledge	<ul style="list-style-type: none"> Use knowledge of words, roots, derivations and spelling patterns to read unknown words Know how to work out the pronunciation of homophones using the context of the sentence
Grammatical Awareness	<ul style="list-style-type: none"> In longer texts, maintain understanding by applying knowledge of the use of pronouns within sentences and between paragraphs Understand how complex sentences are constructed and punctuated and use this to deepen understanding when reading
Use of context	<ul style="list-style-type: none"> Understand how stories may vary in pace, build up, sequence, complication and resolution Use bibliographical knowledge of fiction and non-fiction genres to make and confirm predictions of either structure/content or whilst reading
Knowing how texts work	<ul style="list-style-type: none"> Identify features of different fiction genres Know structures and grammatical features of a range of non-fiction text types Make use of features that enable the reader to locate specific information
Interpretation and Response	<ul style="list-style-type: none"> Infer meaning and critically evaluate text using a broad range of information and experience Identify the point of view from which the story is told and respond to this Understand the difference between literal and figurative language Recognise how characters are presented in different ways and respond to this with reference to the text Infer meaning with reference to text but also applying wider experience Locate information confidently and efficiently by using appropriate skills Evaluate texts critically by comparing how different sources treat the same information
Attitude	<ul style="list-style-type: none"> Develop an active response to own reading Use the blurb, front cover, reviews, ect. , to make informed decisions about which books to read Take part in peer group discussions and be prepared to widen reading experience based on recommendation

By the end of Year 6 children should:

Word recognition and phonic knowledge	<ul style="list-style-type: none"> Use knowledge of word derivations and word formation to construct the meaning of words in context
Grammatical Awareness	<ul style="list-style-type: none"> Apply grammatical knowledge when re-reading complex sentences with appropriate phrasing and intonation Read fluently, understanding and using more sophisticated punctuation marks: colon, semi-colon, parenthetic commas, dashes, brackets Understand the use of connectives as signposts to indicate a change of tone , voice, opinion – apply this to maintain understanding when reading specific types of text
Use of context	<ul style="list-style-type: none"> Identify the correct language conventions and features of different text types to sustain understanding when reading extended texts or from a range of sources Use bibliographical knowledge of non-fiction text types
Knowing how texts work	<ul style="list-style-type: none"> Identify and describe the styles of individual writers and poets Use secure understanding of the language features and structures of the full range of non-fiction text types to support understanding when reading
Interpretation and Response	<ul style="list-style-type: none"> Distinguish between implicit and explicit points of view Comment on the success of texts and writers in evoking particular responses in the reader Analyse how messages, moods, feelings and attitudes are conveyed in poetry and prose using inference and deduction and making reference to the text Comment critically on the overall impact of poetry or prose with reference to use of language and development of themes Secure the skills of skimming, scanning and efficient reading so that research is fast and effective Appraise a text quickly and effectively and evaluate its value
Attitude	<ul style="list-style-type: none"> Declare personal preferences for writers and types of texts Decide on the quality/usefulness of a text by skim reading to gain an overall impression using bibliographical knowledge Articulate personal response to literature identifying how and why the text affects the reader

NUMERACY

The strands covered in Numeracy in Key Stage Two are: using and applying mathematics; counting and understanding number; calculating; understanding shape; measuring, and handling data.

By the end of year 3 should be able to:

- Read, write and order whole numbers to at least 1000; know what each digit represents
- Count on or back in tens or hundreds from any two- or three digit number
- Recognise unit fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$, and use them to find fractions of shapes and numbers
- Know by heart all addition and subtraction facts for each number to 20
- Add and subtract mentally a 'near multiple of 10' to or from a two-digit number
- Know by heart facts for the 2, 5 and 10 multiplication tables
- Understand division and recognise that division is the inverse of multiplication
- Use units of time and know the relationship between them
- Understand and use Pounds and P. notation
- Choose and use appropriate operations (including multiplication and division) to solve word problems, explaining methods and reasoning
- Identify right angles
- Identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry
- Solve a given problem by organising and interpreting numerical data in simple lists, tables and graphs.

By the end of Year 4 should be able to:

- Use symbols correctly, including less than (<), greater than (>), equals (=)
- Round any positive integer less than 1000 to the nearest 10 or 100
- Recognising simple fractions that are several parts of a whole, and mixed numbers; recognise the equivalence of simple fractions
- Use know number facts and place value to add or subtract mentally, including any pair of two-digit whole numbers
- Carry out column addition and subtraction of two integers less than 1000, and column addition of more than two such integers
- Know by heart facts for the 2, 3, 4, 5, and 10 multiplication tables
- Derive quickly division facts corresponding to the 2, 3, 4, 5 and 10 multiplication tables
- Find remainders after division
- Know and use the relationships between familiar units of length, mass and capacity
- Classify polygons, using criteria such as number of right angles, whether or not they are regular, symmetry properties
- Choose and use appropriate number operations and ways of calculating (mental, mental with jottings, pencil and paper) to solve problems

By the end of Year 5 pupils should be able to:

- Multiply and divide any positive integer up to 10 000 by 10 or 100 and understand the effect.
- Order a given set of positive and negative integers.
- Use decimal notation for tenths and hundredths.
- Round a number with one or two decimal places to the nearest integer.
- Relate fractions to division and to their decimal representations.
- Calculate mentally a difference such as 8006-2993.
- Carry out column addition and subtraction of positive integers less than 10 000.
- Know by heart all multiplication facts up to 10×10 .
- Carry out short multiplication and division of a three-digit by a single-digit integer.
- Carry out long multiplication of a two-digit by a two-digit integer.
- Understand area measured in square centimetres (cm^2); understand and use the formula in words 'length x breadth' for the area of a rectangle.
- Recognise parallel and perpendicular lines, and properties of rectangles.
- Use all four operations to solve simple word problems involving numbers and quantities, including time, explaining methods and reasoning.

By the end of Year 6 pupils should be able to:

- Multiply and divide decimals mentally by 10 or 100, and integers by 1000, and explain the effect.
- Order a mixed set of numbers with up to three decimal places.
- Reduce a fraction to its simplest form by cancelling common factors.
- Use a fraction as an operator to find fractions of numbers or quantities (e.g. $\frac{5}{8}$ of 32, $\frac{7}{10}$ of 40, $\frac{9}{100}$ of 400 centimetres).
- Understand percentage as the number of parts in every 100, and find simple percentages of small whole-number quantities.
- Solve simple problems involving ratio and proportion.
- Carry out column addition and subtraction of numbers involving decimals.
- Derive quickly division facts corresponding to multiplication tables up to 10×10 .
- Carry out short multiplication and division of numbers involving decimals.
- Carry out long multiplication of a three-digit by a two-digit integer.
- Use a protractor to measure acute and obtuse angles to the nearest degree.
- Calculate the perimeter and area of simple compound shapes that can be split into rectangles.
- Read and plot co-ordinates in all four quadrants.
- Identify and use the appropriate operations (including combinations of operations) to solve word problems involving numbers and quantities, and explain methods and reasoning.
- Solve a problem by extracting and interpreting information presented in tables, graphs and charts.

ESPAÑOL

La Educación Primaria se organiza en 3 ciclos:

1er. Ciclo:	1º y 2º de Ed. Primaria (Y.2 & Y.3)
2º Ciclo:	3º y 4º de Ed. Primaria (Y.4 & Y.5)
3er. Ciclo:	5º y 6º de Ed. Primaria (Y.6 & Y.7)

Las áreas curriculares en Educación Primaria son:

- Conocimiento del Medio
- Educación Artística
- Educación Física
- Lengua y Literatura
- Lenguas Extranjeras
- Matemáticas
- Religión (su oferta es obligatoria para los centros y el cursarla es voluntario)

En nuestras clases de Español se impartirán las áreas de **Lengua y Literatura** y de **Conocimiento del Medio**, que son las exigidas por el MEC para la convalidación de enseñanzas en los colegios extranjeros.

El área de Conocimiento del Medio se trabajará conjuntamente con el departamento de Inglés.

La enseñanza de la Lengua y la Literatura en la Educación Primaria tendrá como objetivo contribuir a desarrollar en los alumnos las capacidades siguientes:

- 1.- Comprender discursos orales y escritos, interpretándolos con una actitud crítica y aplicar la comprensión de los mismos a nuevas situaciones de aprendizaje.
- 2.- Expresar oralmente y por escrito de forma coherente, teniendo en cuenta las características de las diferentes situaciones de comunicación y los aspectos normativos de la lengua.
- 3.- Utilizar la lengua oral para intercambiar ideas, experiencias y sentimientos, adoptando una actitud respetuosa ante las aportaciones de los otros.
- 4.- Combinar recursos expresivos lingüísticos y no lingüísticos para interpretar y producir mensajes con diferentes intenciones comunicativas.
- 5.- Utilizar la lectura como fuente de placer, de información y de aprendizaje y como medio de perfeccionamiento y enriquecimiento lingüístico y personal.
- 6.- Utilizar la lengua oralmente y por escrito como instrumento de aprendizaje y planificación de la actividad mediante el recurso a procedimientos (discusión, esquema, guión, notas), que facilitan la elaboración y anticipación de alternativas de acción y la memorización de informaciones.

ESPAÑOL: Year 3 (2º de Educación Primaria)

Objetivos Conceptuales:

- 1.- Conocer el vocabulario básico
- 2.- Reconocer clases de palabras que designan cosas, cualidades o acciones
- 3.- Identificar palabras que designen nociones de espacio, tiempo, modo y cantidad.
4. Identificar la sílaba
- 5.- Conocer el alfabeto
- 6.- Distinguir las diversas grafías que corresponden a un sonido
- 7.- Reconocer las reglas básicas de la Ortografía
- 8.- Diferenciar la función de los principales signos de puntuación
- 9.- Hacer dictados adecuados a su nivel.

Objetivos procedimentales:

- 1.- Articular correctamente los sonidos en castellano
- 2.- Expresar de forma organizada experiencias, sentimientos, ...
- 3.- Uso correcto de las palabras en un diálogo
- 4.- Nombrar y comentar los elementos de una ilustración
- 5.- Inventar historias a partir de una ilustración
- 6.- Interpretar personajes y dramatizar historias
- 7.- Atender mensajes orales reteniendo y respondiendo información
- 8.- Percibir elementos rítmicos de un texto poético: rima, acentos..
- 9.- Desarrollar la habilidad lectora
- 10.- Leer con la pronunciación, la entonación y el ritmo adecuados
- 11- Reconocer en el libro las señales tipográficas que facilitan su comprensión.

ESPAÑOL: Year 4 (3º de Educación Primaria)**Objetivos**

- LECTURA.** Leer fluidamente y con sentido
Identificar los hechos de la lectura
Buscar el significado de las palabras que no entienda (uso del Diccionario)
- GRAMÁTICA.** Identificar el lenguaje como el principal medio de comunicación.
Reconocer oraciones, palabras, sílabas y saber usar las reglas básicas de la Gramática
- EXPRESIÓN ORAL.** Pronunciar correctamente las palabras con sílabas
Trabadas (apto. Stop,...)
Poder expresarse sin dificultad y hacerse entender por los demás.

EXPRESIÓN ESCRITA.

Poder recoger datos y ordenarlos de acuerdo a un modelo

Hacer resúmenes

Escribir historietas

ORTOGRAFÍA.

Poder aplicar las reglas ortográficas sin dificultad en los ejercicios escritos.

ESPAÑOL: Year 5 (4º de Educación Primaria)**Gramática**

1.- Lenguaje oral y escrito (debates, exponer temas, redacciones)

2.- La oración: sus partes y clases de oraciones

3.- Palabras. Clasificación: simples, compuestas, primitivas, derivadas. Clasificación según el acento de intensidad.

El estudio es desde el todo (oración) hasta el mínimo (fonema).

Ortografía

1.- Reglas de puntuación

2.- Signos, guión, mayúsculas

3.- Reglas ortográficas

4.- Dictados para corregir los errores ortográficos

ESPAÑOL: Year 6 (5º de Educación Primaria)**Objetivos:**

- Dominio de la Gramática.
- Dominio de la lectura, condición indispensable para la asimilación de ideas.
- Dominio de la fraseología: recta y elegante construcción de las frases.
- Dominio del vocabulario, para que, en sus relaciones, sus lecturas etc. el niño obtenga la soltura que necesita para su formación superior.
- Dominio de la elocución, y no se trata aquí de recitar, sino de que el niño se acostumbre a hablar con propiedad.
- Dominio de la memoria, con textos escogidos.
- Dominio de la declamación, que, junto con la elocución, prepara al niño para hablar en público.
- Dominio de la ortografía, pues nada revela tanto el desorden y la incultura, como las faltas de ortografía.
- Dominio de la composición: solo se consigue con interés y trabajo.
- Dominio del análisis gramatical.