RUGBY SCHOOL
THAILAND



YEAR 6

CURRICULUM GUIDE

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STRUCTURE OF LEARNING

From Year 5, the Prep school embraces a distinctive educational approach, mirroring the specialist teacher model prevalent in Senior schools. This structure fosters a depth of knowledge and passion in each subject area, ensuring our students receive targeted, high-quality instruction.

Form Tutor and Whole-Me Curriculum

At the heart of our School's philosophy is the development of the 'Whole Person.' Our Form Tutor delivers a comprehensive 'Whole-Me' curriculum, akin to the British PSHE model. This curriculum promotes personal growth, social responsibility, and emotional well-being, aligning with our commitment to nurturing well-rounded individuals.

Subject Specialist Teachers

Students benefit from instruction by subject specialist teachers. This approach guarantees that an expert in their field teaches every subject, fostering a deep understanding and enthusiasm for learning. Our team of passionate educators ignites curiosity and inspires academic excellence across a wide range of disciplines, including English, maths, science, history, geography, Thai, Spanish, Mandarin, sport, drama, music, DT, art, and computing.

Setting for Targeted Learning

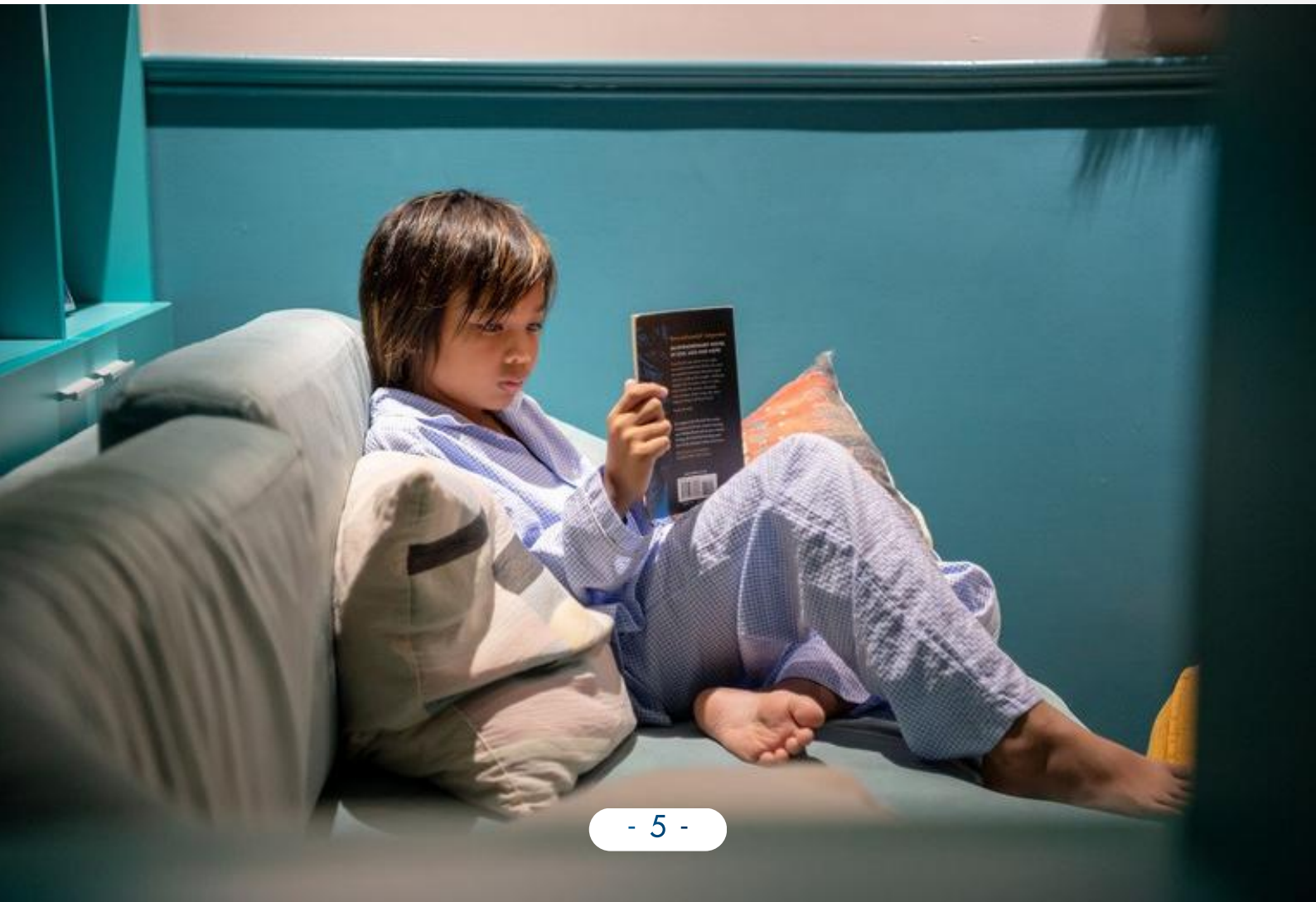
To further enhance the learning experience, we employ settings in English, maths, Thai, and Mandarin. By grouping students according to their abilities, we create smaller class sizes and enable teachers to deliver tailored instruction that meets the specific needs of each student. This approach ensures that every child receives the support and challenge they require to reach their full potential.



Philosophy of Reading

At RST, we believe that fostering a love of reading is crucial for our students' academic success and personal growth. We have designed a comprehensive reading program that encourages engagement and provides support for all learners. Key aspects of our approach include:

- Reading Beyond Silent Reading: We recognise that different students have varied reading preferences. Our reading culture extends beyond silent reading to include activities such as shared reading, paired reading, and read-alouds.
- Adult Engagement and Support: Teachers and staff actively participate in reading sessions, providing guidance, feedback, and encouragement. Form tutors and specialist English teachers play a vital role in monitoring reading progress and fostering a sense of ownership and collaboration.
- Reading Records: Reading records are used to track students' reading habits and facilitate communication between teachers, parents, and students. Regular comments and feedback are provided to acknowledge progress and set reading goals.
- Library session: All students have a specific library session timetabled every week with their English teacher where they choose at least two library books. The library is open all week and during breaks students should want to use it.



ENGLISH

OVERVIEW OF THE YEAR

TERM 1

Fiction Novel — Holes (Louis Sachar) Fiction writing

- Setting description (assessed write)
- Informal letter
- Comparative character description
- Newspaper report (bias, passive voice)
- Epilogue
- Non-chronological report (assessed write)

Grammar

- Relative clauses
- Hyphens for clarity
- Passive voice
- Colons to introduce a list
- Cohesive devices across paragraphs
- Simple, compound and complex sentences

Comprehension (VIPERS)

- Prediction, inference, summarising, distinguishing fact from opinion, identifying bias

Also this term

- Vocabulary building
- Phonemic awareness
- RWI Spelling

TERM 2

Graphic Novel — The Arrival (wordless graphic novel)

- Using inference skills to interpret imagery, symbolism and emotion
- Writing a poem inspired by emotion
- Show not tell
- Embedded clauses
- Flashback writing (a character's backstory)
- Writing a narrative from another character's perspective
- Building suspense and tension (DADWAVERS)

Poetry — The Highwayman (Alfred Noyes)

- Introduction to historical narrative poetry
- Exploring poetic language and archaic vocabulary
- Relative clauses; adverbs and fronted adverbials
- Perfect verb forms
- Comparing narrative poems
- Learning and performing an extract
- Writing and evaluating a new ending stanza

Also this term

- RWI Spelling

TERM 3

Introducing Shakespeare — Romeo and Juliet

- Exploring the Prologue: alliteration, rhyme, mood, freeze-framing key phrases
- Building background knowledge of Shakespeare (life and plays) via video and note-taking
- Reading and discussing Part 1 of the story, predicting how it develops
- Reading and discussing Part 2 of the story; comparing versions and reflecting on the ending
- Exploring Shakespeare's original vocabulary in context, using expression/action to infer meaning
- Reading and performing playscript extracts (Act 1 Scene 1, Act 1 Scene 4, Act 3 Scene 5), exploring stage directions and Iambic Pentameter through performance

Also this term

- Macbeth
- The Tempest
- RWI Spelling

Purpose of Study

Develop advanced reading and writing skills by analysing complex texts and creative writing. Enhance comprehension, vocabulary, and critical thinking, with a focus on structured and engaging communication.

Aims

- Analyse and respond to texts using critical thinking and textual evidence.
- Develop creative and structured writing skills for different purposes and audiences.
- Build vocabulary and apply language effectively in various contexts.

How Parents Can Help

- Encourage reading and discussion of diverse texts to build comprehension and analytical skills.
- Support writing practice by reviewing and discussing short essays, summaries, and creative pieces.
- Foster vocabulary building through daily reading and conversation.
- Engage in activities that promote understanding of themes and literary devices.



MATHEMATICS

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Place value numbers to 10,000,000 Powers of 10; number lines, negative numbers Compare, order and round any integer	**Ratio** Ratio and fractions; introducing the ratio symbol Calculating ratio; using scale factors Ratio and proportion problems	**Statistics** Read, interpret and draw line graphs Read, interpret and draw pie charts Mean - average
Four operations Common factors; common multiples; divisibility Primes to 100; square and cube numbers Multiply 4-digit by 2-digit numbers Short division; division using factors; long division Order of operations; problem solving	**Algebra** Find a rule; form expressions Substitution; formulae; forming equations Solve one-step and two-step equations	**Shape** Measure with a protractor Calculate angles; vertically opposite angles Angles in a triangle Angles is special quadrilaterals Angles in regular polygons Draw shapes and nets accurately
Fractions Equivalent fractions - simplifying, number lines Compare and order fractions Add and subtract fractions and mixed numbers Add and subtract mixed numbers Multi-step problems; multiply fractions Divide any fraction by an integer Fraction of an amount	**Decimals up to three decimal places** Multiply and divide by 10, 100 and 1000 Multiply and divide decimals by integers	**Position and direction** Four quadrants Translation and reflection
Converting units Metric measures; miles and kilometres Imperial measures	**Fractions, decimals and percentages** Convert fractions to decimals and percentages Equivalent FDP; order FDP; percentage of amount	**Revision and projects**
	Area, perimeter and volume Area of a triangle, parallelogram Volume of a cuboid	

Purpose of Study

The Year 6 Maths curriculum is designed to consolidate and extend students' mathematical skills in preparation for secondary education. Key areas include complex arithmetic, fractions, percentages, and algebraic thinking. Students will also explore geometry, measurement, and data analysis in depth. The focus is on achieving fluency, accuracy, and the ability to tackle more sophisticated problems.

Aims

- Consolidate Arithmetic and Algebra: Reinforce and extend students' understanding of arithmetic operations, including division and multiplication, and introduce basic algebraic concepts and problem-solving strategies.
- Master Fractions, Decimals, and Percentages: Ensure students are fluent in working with fractions, decimals, and percentages, including conversions and solving problems involving these concepts.
- Deepen Geometry and Measurement: Enhance understanding of geometric properties, such as angles, shapes, and transformations, and apply measurement skills to real-world contexts and problems.

How Parents Can Help

- Focus on Exam Preparation: As Year 6 often involves preparation for SATs, help your child review key areas such as fractions, percentages, and algebra by practising past papers or sample questions.
- Explore Geometry and Measurement: Engage in activities that involve measuring angles, drawing shapes, and calculating area and volume. Practical activities will help them visualise and understand geometric concepts better.



SCIENCE

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Healthy living / Muscles and bones Nutrients, breathing, circulation, skeleton, muscles and moving, drugs and health.	**Acids and alkalis** Hazards, indicators, acidity and alkalinity, neutralisation, bases.	**Electricity** Current models for circuits, series and parallel, voltage and resistance, using electricity and safety.

Purpose of Study

The Year 6 Science curriculum aims to develop students' understanding of key scientific concepts and processes. It focuses on fostering curiosity, analytical skills, and practical experimentation, preparing students for more advanced scientific study and a lifelong appreciation of science. Y6 content is combined with KS3 material to challenge our students and prepare them effectively for Y7 and Y8.

Aims

- Students learn how nutrients, breathing, circulation, skeleton and muscles keep the body healthy, and understand drug impacts on health.
- Students understand hazards, test substances with indicators, classify as acids or alkalis, and explore neutralisation and safe everyday uses.
- Students explore current, circuit models, series and parallel connections, voltage and resistance, and apply knowledge to practical uses and safety.
- Students benefit through hands-on experiments, developing problem-solving, teamwork, and applying scientific ideas to real-life contexts, making learning meaningful and memorable.

How Parents Can Help

- Healthy living / Muscles and bones: Encourage healthy meals and exercise, talk about how food fuels muscles, and notice breathing and heart rate changes together.
- Acids and alkalis: Spot acids and alkalis at home (e.g. vinegar, soap), talk about safety, and try safe indicator experiments like red cabbage.
- Electricity: Help with simple circuit kits, notice how devices use electricity safely, and discuss why plugs, fuses, and switches are important.

This curriculum approach ensures students gain a comprehensive understanding of fundamental scientific principles and develop skills for investigating and explaining natural phenomena.

Prior knowledge is not essential but last year students in Year 5 learned about: life cycles; adaptation and habitats; Earth and space; properties of materials; reversible changes; separating mixtures.

WHOLE ME

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Managing Influences and Wellbeing **Health and Wellbeing** Change and independence First aid: head injuries Screen use and sleep Body image and health messages Stress, coping and support Personal wellbeing planning **Relationships** Anti-bullying and upstander action Helping a friend safely **Living in the Wider World** Gender stereotypes Clickbait and persuasive design	**Relationships, Consent and Puberty** **Relationships** Healthy and harmful relationships Attraction, identity and respect Consent and boundaries Privacy and digital boundaries **Health and Wellbeing** Physical and emotional changes during puberty Hygiene, periods and self-care Body confidence Conception, pregnancy and birth Peer pressure, smoking, vaping and alcohol	**Belonging, Influence and Responsibility** **Living in the Wider World** Digital identity and reputation Bias, misinformation and reliable sources Belonging, prejudice and harmful influence Diversity, inclusion and allyship Collaboration and community action **Relationships** Group chats and online conflict **Health and Wellbeing** Transition to Year 7

Purpose of Study

The Year 6 'Whole Me' curriculum is designed to support students as they navigate physical and emotional changes, relationships, and the digital world. It focuses on helping students set personal goals, build respectful relationships, and maintain their health and wellbeing. The curriculum also teaches students about online safety, consent, and the importance of balancing screen time, promoting a holistic approach to physical, mental, and digital health.



Aims

Students will;

- Set realistic goals and targets, understanding how their personal strengths influence their success.
- Learn the correct terminology for male and female body differences and understand the changes during puberty.
- Recognise the importance of respect and consent in all relationships, ensuring everyone is treated kindly and fairly.
- Understand how screen time impacts wellbeing and learn strategies for balancing screen time for positive effects.
- Reflect on healthy and unhealthy relationships, recognising that love can exist between people of any gender, ethnicity, or faith.
- Explore the importance of a good night's sleep, balanced diet, and staying active, promoting body confidence and overall health.
- Recognise and avoid clickbait and other online traps, understanding how gender stereotypes can shape online experiences.
- Develop cooperative and inclusive behaviours in group settings, making positive contributions to teams and projects.
- Engage in discussions on respect and consent in relationships, including friendships and romantic relationships.
- Understand the stages from conception to birth, learning about reproduction in an age-appropriate way.

How Parents Can Help

- Support Goal Setting: Encourage your child to set and track realistic goals for the term. Discuss their personal strengths and how these can help them achieve their goals, celebrating progress along the way.
- Promote Balanced Screen Time: Discuss the concept of media balance and help your child manage screen time for positive impacts on their wellbeing. Encourage activities that balance online and offline time.
- Open Conversations About Puberty and Relationships: Have open discussions about the physical and emotional changes that occur during puberty. Ensure they understand the importance of respect and consent in all relationships, and that everyone deserves to be treated with kindness.
- Encourage Healthy Habits: Reinforce the importance of a balanced diet, regular exercise, and a good night's sleep for both physical and mental health. Model these habits at home to show how they contribute to overall well being.
- Discuss Online Safety and Gender Stereotypes: Talk with your child about avoiding clickbait and recognising how gender stereotypes may influence their online experiences. Encourage them to question stereotypes and promote equality in their interactions online.
- Foster Positive Relationships: Help your child reflect on healthy and unhealthy relationships. Discuss how people of any gender, ethnicity, or faith can love each other and how to foster inclusive and respectful relationships in all aspects of life.
- Encourage Group Contributions: Support your child in making positive contributions to groups and teams, encouraging cooperation and inclusivity. Celebrate their ability to work well with others and promote a sense of teamwork.

MANDARIN

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Mandarin Programme A First		
观察想象·提问奠基 核心：学会提问 + 连续观察 + 神话想象　　标志课文：《观潮》《走月亮》《一个豆荚里的五粒豆》《夜间飞行的秘密》《古诗三首》《爬山虎的脚》《盘古开天地》《精卫填海》《麻雀》《爬天都峰》 **【阅读策略：提问】** 1. 问题角度与分类： • 学习从不同角度提问：针对课文内容、针对文章写法、联系生活实际得到的启示。 • 能区分针对课文局部的细节性问题和针对课文整体的全局性问题。 2. 提问与解决： • 养成敢于提问、善于提问的习惯，边读边思考。 • 学习解决问题的方法：通过联系上下文、与他人讨论、查阅资料等方式，尝试自己解决疑问。 **【表达与习作训练】** 1. 写景与推荐： • 习作《推荐一个好地方》：写清楚推荐的理由，抓住景物的主要特点，吸引读者。 2. 连续观察： • 习作《写观察日记》：进行连续观察，重点记录事物的变化过程。学习使用表格、图片等辅助形式。 3. 想象创作： • 习作《我和_____过一天》：展开大胆想象，故事要完整，写清楚事件的起因、经过和结果。"	事件篇章·生活情感 核心：把握事件 + 写景状物 + 自然科技　　标志课文：《牛和鹅》《陀螺》《古诗三首》《王戎不取道旁李》《西门豹治邺》《乡下人家》《天窗》《琥珀》《飞向蓝天的恐龙》 **【阅读与理解深化】** 1. 叙事要素把握： • 学习把握记叙文的主要内容，能抓住时间、地点、人物、起因、经过、结果六要素进行概括。 2. 写景方法初识： • 了解课文按一定顺序写景的方法（如时间顺序、空间顺序、游览顺序）。 3. 科普文阅读： • 阅读简单的说明性文章（科普文），了解文章讲述的基本科学知识或自然现象。 • 初步接触举例子、作比较等基本说明方法，了解其作用（使说明更具体、更清晰）。" " **【表达与习作进阶】** 1. 叙事能力培养： • 习作《生活万花筒》：写一件印象深刻的事，把事情的起因、经过、结果写清楚，特别是把经过写具体。 • 习作《我的心儿怦怦跳》：在叙事基础上，学习写出自己的真实感受和心情变化。 2. 写景与抒情： • 习作《我的乐园》：写自己喜爱的某个地方，不仅要写清环境，更要表达出在其中活动的快乐感受。"	综合运用·成长启迪 核心：现代诗歌 + 动物朋友 + 美好品质　　标志课文：《短诗三首》《绿》《白桦》《猫》《母鸡》《白鹅》《海上日出》《记金华的双龙洞》《小英雄雨来》《我们家的男子汉》《芦花鞋》《古诗三首》 **【阅读与鉴赏：综合能力】** • 诗歌情感：初步体会现代诗歌的特点，感受诗歌的节奏和表达的情感。 • 动物形象：体会作家是如何表达对动物的感情的，比较不同文章写动物的异同。 • 人物品质：从人物的语言、动作等描写中感受人物的品质和情感（如雨来的勇敢，“男子汉”的独立）。 **【表达与习作】** • 我的动物朋友：试着写出动物的特点，表达真情实感。 • 游_____：学习按游览的顺序写景物。 • 我学会了_____：把学习的过程写具体，写出遇到的困难和感受。 • 故事新编：按自己的想法新编故事，情节要有趣。" **【基础积累与成长】** • 品质词汇：积累描写人物品质、心情的词语（临危不惧、彬彬有礼、心急如焚等）。 • 诗歌语言：摘抄现代诗中优美的诗句，感受语言魅力。 • 成长主题：理解“男子汉”、“英雄”等概念的多元内涵，思考成长的意义。"

【文体与文化积累】 1. 神话故事阅读： • 初步了解神话故事特点：充满神奇的想象、人物形象鲜明、表达古人对世界的认知。 • 感受中外神话（中国、希腊）的魅力。 2. 成语与修辞： • 积累源于神话的成语：开天辟地、精卫填海、奔流不息、气急败坏等。 • 感受并摘抄文中生动形象的比喻句、拟人句。 "	**【哲理与生活积累】** 1. 生活哲理体会： • 从故事和古诗中获得启示，懂得一些生活中的道理（如互相鼓励、持之以恒、从不同角度看问题）。 2. 语言积累： • 积累描写景物、动物、人物动作与心情的优美词句。 • 背诵并默写要求掌握的古诗词，初步理解诗意。"	
Mandarin Programme A First		
Review Transport vocabulary, grammar and sentence structure Living Spaces vocabulary, grammar and sentence structure Recognising and writing Chinese characters **Culture** Mid-Autumn Festival	**Shopping & Weather** Shopping vocabulary Measure words Weather vocabulary - Talking about shopping: 这件衣服怎么样？ (L13) - Talking about prices and size (L13) - Talking about the weather: 今天天气比昨天好 (L14) - Talking about future plans: 我们去踢足球吧 (L15) Recognising and writing Chinese characters **Culture** Lunar New Year	**Travel Around the World** Travel vocabulary Transportation vocabulary Country and city vocabulary - Talking about transport: 你怎么去学校？ (L10) - Describing distance and time (L10) - Talking about past experiences with 过 (L11) - Talking about "正在" to describe actions in progress (L12) Recognising and writing Chinese characters **Culture** Dragon Boat Festival
Mandarin Programme B Foreign		
Weather Asking about and describing the weather Describing weather in different cities **Comparative** Structure "A + 比 + B + Adj. (+ Number)" **Weather & Time Comparisons** Asking and telling the current time and use "quarter 刻" Applying comparative structure in telling weather and time Comparing people, places, and objects **Culture** Mid-Autumn Festival	**Daily Routine & Perfective Particle** Understanding perfective particle "了" Describing daily activities using the perfective particle Sentence structure [Subject + Verb + Particle了 + Noun] **Negative Forms** Distinguishing between different negative forms "不, 没" Negative forms in present, past, and preferences **Body Parts & Illness** Identifying body parts Describing illnesses **Culture** Lunar New Year	**Time Duration & Past Tense** Expressing duration and completed actions Expressing how long an action has been done Sentence structure [verb + 了] **Talking About the Past** Talking about past experiences and completed actions Expressing "I used to...(以前)" and describing past activities **Culture** Dragon Boat Festival

Purpose of Study

A high-quality language education fosters curiosity and deepens pupils' understanding of the world. It enables pupils to express their ideas and thoughts in Mandarin, respond to its speakers, and communicate for practical purposes. The curriculum aims to develop fluency in speaking and writing, while providing opportunities to read and appreciate literature in Mandarin.

Aims

The goal is for pupils to:

- Restaurant Ordering: Use vocabulary and sentence structures related to ordering food and drinks in a restaurant. Practice using time expressions and measure words in this context.
- Weather: Ask and describe weather conditions, including discussing weather's impact on clothing choices.
- Telling the Time: Learn to tell the time to the minute and discuss daily routines using time expressions.
- Food and Culture: Discuss food preferences, daily meals, and cultural aspects related to food.
- Clothes: Identify and describe clothing items and discuss what clothes are worn in different weather conditions.
- Professions: Talk about different jobs and professions using relevant vocabulary and structures. Practice asking and discussing various professions.

How Parents Can Help

- Speaking and Listening Skills: Encourage practice of Mandarin phrases at home. Ask your child to teach you what they are learning and engage with Mandarin media such as music, videos, or films.
- Writing and Reading Skills: Support your child in writing Mandarin phrases and understanding grammatical structures. Read together and discuss meanings of words and expressions.
- Supporting the RST Learner Profile: Discuss the importance of language learning and cultural diversity. Explore Mandarin-speaking environments and cultural aspects together. Use educational apps like Duolingo to enhance language acquisition.

Sentence structure and grammar

- Daily Routine: Use structures like "Subject + Time + Daily Activity" to describe routines.
- Professions: Utilise the auxiliary verb "want to 想" and future tense to talk about jobs and future aspirations.

This curriculum aims to build practical language skills, enhance cultural understanding, and foster a positive attitude towards learning Mandarin.

SPANISH

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
My life and In the classroom (review) Feelings/Greetings (review) self-introductions (review) Classroom language (review) Self- age, birthdays, dates, character, ser, estar, tener **What do you do in your free time?** Self-Introduction (review) - Viva 1 Module 1 Saying what you like doing- Using me gusta + infinitive Saying what you do in your spare time - using -ar verbs in the present tense Talking about the weather - using cuando Saying what sports you do - using hacer and jugar	**What do you study?** Saying what subjects you study - using -ar verbs to say what we do Opinions and justifications - using me gusta(n) + articles Describing School - using the words for 'a', 'some' and 'the' Talking about breaktime - using -er and -ir verbs understanding details about schools- using predictions as a listening strategy	**Have you got any siblings?** Describing family - using possessive adjectives Revising numbers (ages) - using the 3rd person describing hair and eyes - using ser and tener Saying what other people look like - using verbs in the third person Describing where you live - using the verb estar

Purpose of Study

A high-quality language education fosters curiosity and deepens pupils' understanding of the world. It enables pupils to express their ideas and thoughts in Spanish and respond to its speakers. The curriculum provides opportunities for practical communication, learning new perspectives, and reading literature in Spanish.

Aims

- My Life and In the Classroom: Review self-introductions, feelings, greetings, and classroom language. Focus on describing self, age, birthdays, dates, character, and using verbs like ser, estar, and tener.
- Poesía Project: Explore and create poetry in Spanish to develop an appreciation for literary forms and expressions.
- Self-Introduction and Descriptions: Revise numbers, describe family, and use possessive adjectives. Practice self-introduction and descriptions of people using verbs and adjectives.
- Free Time and School Life: Describe activities, subjects studied, and what you do in your spare time using -ar, -er, and -ir verbs. Discuss opinions, justifications, and preferences using me gusta and related structures.
- Weather and Sports: Talk about the weather using cuando and discuss sports using hacer and jugar.

How Parents Can Help:

- Speaking and Listening Skills: Encourage practice of Spanish phrases at home. Engage in conversations about what they are learning, and listen to Spanish music, videos, or films to improve listening skills. Encourage students to watch series and films in the target language at home,
- Writing and Reading Skills: Support writing Spanish phrases and understanding grammar. Read together and discuss meanings of words and expressions.
- Supporting the RST Learner Profile: Discuss the importance of language learning and cultural diversity. Explore Spanish-speaking environments and cultural aspects. Use educational apps like Duolingo to enhance language acquisition.

Grammar and Language Focus

- Self-Introduction: Practise using ser, estar, and tener for self-description and introducing others.
- Verbs and Tenses: Use -ar, -er, and -ir verbs in the present tense to describe actions and preferences.
- Descriptive Language: Use adjectives for describing people and things. Employ possessive adjectives and articles for accuracy.
- Opinions and Preferences: Use me gusta(n) and related structures to express likes and dislikes.
- Classroom and Daily Activities: Use appropriate vocabulary for classroom settings and daily activities.

This curriculum aims to build practical language skills, enhance cultural understanding, and foster confidence in using Spanish in various contexts.



HUMANITIES

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
How does water affect life on planet Earth?	How has disease and medicine changed over time?	How do we create justice?
Understanding the distribution of water on Earth	Ideas about health and medicine in ancient societies	Defining justice and why societies create laws
The water cycle and movement of water	Hippocrates, Galen and the Four Humours	The Code of Hammurabi and justice in Mesopotamia
Weather, climate and global rainfall patterns	Medicine and healthcare in Medieval Europe	Ancient Greece: democracy, citizenship and justice
Understanding different types of rainfall	The Black Death: beliefs, explanations and responses	Comparing approaches to law and justice across societies
River systems and how water shapes landscapes	Islamic medicine and the preservation and development of medical knowledge	Indigenous approaches to law and justice
Floods, droughts and the impact of water hazards	The Renaissance and changing medical understanding	Samurai Japan: rules, responsibility and social order
How water supports ecosystems and human life	Cholera, John Snow and changing ideas about disease	Changing ideas about rights and equality
Water as a resource for agriculture, energy, industry and everyday life	Germ theory and the modern fight against disease	The campaign for women's suffrage
Population, development and increasing demand for water	Evaluating change and continuity in medicine over time	Human rights and contemporary movements for justice
Sustainable use and management of water	Considering challenges for health and medicine today	Evaluating how ideas about justice have changed over time

Purpose of Study

In Humanities, we want pupils to explore how people and places are connected across time and space. By studying both history and geography, pupils learn to ask questions, weigh up evidence, and understand how ideas, power and environments shape human experience. Our aim is to develop critical and curious thinkers who can see the importance of responsibility, justice and sustainability in today's world.

Topic 1: How does water affect life on planet earth?

- Aims: To develop understanding of physical and human geographical processes, interconnection and sustainability, while strengthening geographical enquiry, data interpretation and decision-making.
- Key learning: Pupils explore how water moves through and shapes our planet, including the water cycle, rainfall and river systems. They investigate floods and droughts, the importance of water for ecosystems and human life, and how population and development affect water demand. Pupils consider how water can be managed more sustainably and why access to water varies between places.
- How parents can help: Discuss how water is used at home and where it comes from, notice stories about floods, droughts or water shortages in the news, and encourage pupils to consider how and why water use differs around the world.

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Topic 2 : How has disease and medicine changed over time?

- Aims: To develop enquiry, chronological understanding, and appreciation of change and continuity in society and innovation.
- Key learning: Pupils investigate medical advances from Ancient Egypt, Greece, Rome, the Islamic Golden Age, Renaissance and modern times. They consider causes, consequences, and the significance of discoveries on society.
- How parents can help: Research historical medical breakthroughs together, discuss the importance of healthcare, encourage reflection on modern medicine.

Topic 3: How do we create 'justice'?

- Aims: To examine society, religion, power and social justice; develop enquiry, significance and cause-and-consequence understanding.
- Key learning: Pupils study justice across cultures and time, including Mesopotamia, Ancient Greece, Medieval Japan and Europe, religious justice, and modern movements. They learn how justice evolves and why it matters today.
- How parents can help: Discuss fairness and responsibility at home; explore stories of social justice; encourage reflection on current events.

MUSIC

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Raging Rhythms This unit is an in-depth exploration of rhythm, building on prior knowledge to introduce more complex concepts and techniques. Students will apply their understanding through composition, improvisation, and ensemble performance.	**Year Level Musical: Unit Summary** This unit is centered around putting on a musical! All students will have the opportunity to participate, whether through solo singing, duets, or as part of the chorus.	**Theme & Variations: Unit Summary** This unit focuses on the musical concept of **Theme and Variations.** Students will apply their knowledge of musical concepts to manipulate a central musical idea, creating a series of unique variations.
Key Ideas: **Advanced Rhythms:** Students will reinforce known rhythms and explore new concepts like **compound meters** and semiquaver patterns. **Composition & Improvisation:** Students will compose music for percussion ensembles and practice improvising rhythmic responses to different stimuli. **Rhythmic Devices:** Explore numerous devices including **fermatas, rallentando** and many others and how these affect the mood and feel of a piece of music. **Polyrhythms:** students will look at how different rhythms can be played at the same time and how these parts fit together.	**Key Ideas:** **Performance Skills:** Students will gain confidence and stage presence through the audition process and performing for an audience. **Score Reading:** Students will learn to read and follow musical scores to perform their assigned parts. **Character & Emotion:** We'll explore how music is used to bring characters to life and enhance the story. Students will analyze song lyrics to understand their characters' motivations and emotions. **Musical Analysis:** Students will study the various musical styles and techniques used in the show's songs to create different moods.	**Key Ideas:** **Variation Techniques:** We'll explore and apply a variety of techniques, including **retrograde** (playing the melody backward), **inversion** (playing the melody upside down), **rhythmic diminution** and **augmentation** (making rhythms shorter or longer), and **modulation** (changing keys). **Composition:** Students will compose their own theme and then use different techniques to create a set of original variations. **Performance:** Students will have the opportunity to perform their compositions for the class.

Ensemble Performance: Students will improve their sense of beat by playing with a metronome, class ensembles and backing tracks, ensuring they can keep a steady beat with others. **Music Theory:** The unit will continue developing concepts that align with Grade 1 ABRSM music theory. NOTE: students currently completing ABRSM music theory either as an activity at RST or outside RST will be supported to continue working at their current level.	**Collaboration:** All students will work together to create a cohesive and exciting final performance. **Music Theory:** The unit will continue developing concepts that align with Grade 1 ABRSM music theory. NOTE: students currently completing ABRSM music theory either as an activity at RST or outside RST will be supported to continue working at their current level.	**Musical Concepts:** This unit will deepen the students' understanding of key musical concepts like pitch, duration, texture, timbre, dynamics, and structure through a hands-on, creative approach. **Music Theory:** The unit will continue developing concepts that align with Grade 1 ABRSM music theory. NOTE: students currently completing ABRSM music theory either as an activity at RST or outside RST will be supported to continue working at their current level..

Purpose of Study

Music is a universal language that embodies creativity and inspires self-confidence and achievement. A high-quality music education should engage pupils, helping them develop a love for music and their talent as musicians. Pupils should progress to develop critical engagement with music, including composition, performance, and listening skills.

Aims

- Performance and Listening: Perform, listen to, review, and evaluate music across various historical periods, genres, styles, and traditions, including works by great composers.
- Creativity and Composition: Sing, use voices, create and compose music individually and collaboratively, and learn to play musical instruments.
- Musical Understanding: Explore how music is created, produced, and communicated, understanding interrelated dimensions like pitch, duration, dynamics, tempo, timbre, texture, structure, and notation.



Curriculum Overview

Part Singing

- Explore part singing, continue with 3 and 4-part rounds, and practise various formations to increase independence.

Listening

- Analyse compositional techniques, develop skills to recognize and notate music through listening, singing, movement, and score analysis.

Composing

- Pentatonic Improvisation: Explore major pentatonic improvisation, use keys of G major and E minor, and discuss chord progressions.
- Composition Techniques: Compose 4-beat and 8-beat melodic phrases, create ternary compositions, and use borduns and ostinati to accompany melodies.
- Score Creation: Create scores and part write for ensembles.

Performing

- Perform compositions solo, in class ensembles, and small groups, including participation in the year-level musical.

Notation

- Notation: Use crotchets, quavers, crotchet rests, minims, semibreve, and introduce semiquavers and sharps. Write and read triads.

How Parents Can Help:

- Choirs and Instrumental Lessons: Enrol your child in school choirs or instrumental lessons through the Instrumental Opportunities Programme or private lessons.
- Engagement with Music: Ask your child to perform or discuss songs they are learning at school. Encourage them to play these songs on a piano or their istrument.
- Live Music Exposure: Attend live music events, discuss observations, and ask about their preferences.
- Exploration and Inquiry: Expose them to a wide range of music styles and cultures. Challenge them to listen to music from different countries each week and discuss their thoughts.
- Music Appreciation: Discuss aspects of music, such as its origins, time period, and personal preferences, to foster deeper engagement and appreciation.

This curriculum aims to cultivate a well-rounded musical education, emphasising performance, composition, and critical listening.

DRAMA

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Year 6 Production Exploring a script Understanding roles in theatre Areas of the stage (Stage Directions) Developing performance through rehearsal	**Darkwood Manor** Engage in character creation and ghost story development. Using group drama and rehearsal techniques to explore tension and atmospheric elements.	**Shakespeare** Exploring original Shakespearean texts Understanding Iambic Pentameter Performing mini-Shakespeare scenes

Purpose of Study

The Year 6 drama curriculum aims to consolidate and extend students' understanding and skills in drama as an art form and a means of communication. It seeks to empower students to create meaningful and sophisticated drama, fostering creativity, critical thinking, collaboration, and cultural awareness.

Aims

By the end of Year 6, students should be able to:

- Character Creation: Portray a range of characters with depth and motivations using various acting techniques and approaches.
- Devising and Scripting: Create and script original drama that explores complex ideas and diverse perspectives.
- Dramatic Forms and Genres: Experiment with different dramatic forms and genres, adapting their approach for various contexts and audiences.
- Rehearsal and Refinement: Refine and polish their drama through rigorous rehearsal, incorporating feedback, and making informed artistic choices.
- Performance Skills: Perform with confidence and technical skill, using a broad range of vocal and physical techniques to communicate meaning and engage audiences.
- Collaboration: Work effectively in groups, taking on leadership roles, negotiating artistic differences, and resolving conflicts constructively.
- Dramatic Vocabulary: Understand and use a sophisticated vocabulary of dramatic terms.

Curriculum Overview

Year 6 Production

- Stage Areas and Ensemble Development: Focus on understanding stage areas and technical spaces, working together to develop ensemble performance skills.
- Confidence Building and Role Crafting: Confidence building and the process of crafting characters into full performances, preparing students for a public performance.
- Collaborative Theatrical Production: Engage in collaborative group work throughout the term, culminating in a full theatrical production that synthesises their learning and performance abilities

Darkwood Manor

- Building Tension and Character through Storytelling: Darkwood Manor introduction, building initial tension through storytelling and physical theatre, discussing ghost stories, role-playing villagers sharing tales, and creating physical scenes depicting mysterious events. Exploring village gossip and creating statues representing Loneliness, Fear, and Evil.
- Exploring the Manor and Encountering the Ghost: Journeying to Darkwood Manor through mime and story theatre, then experiencing its eerie corridors and mysterious rooms using sound effects and physical theatre. They will encounter a timid ghost, hot-seat him to uncover his backstory, and rehearse and perform ghost encounter scenes.
- Devising and Performing a Nightmare Sequence: Devising and performing a nightmare sequence based on their Darkwood Manor experiences. This involves incorporating various learned drama skills to create a cohesive narrative, with a focus on rehearsal, refinement, and peer evaluation of their performances

Shakespeare

- Exploring Original Shakespearean Texts: Students will be introduced to original Shakespearean texts, focusing on understanding key themes and language in preparation for performance.
- Understanding Iambic Pentameter and Poetic Language: A specific focus will be placed on understanding Iambic Pentameter and the poetic language used by Shakespeare, through practical exercises to enhance delivery.
- Rehearsing and Showcasing Mini-Shakespeare Scenes: Students will practice and rehearse mini-Shakespeare performances, developing their dramatic intent and physical storytelling, with the aim of showcasing their work to an audience. This collaborative process will build confidence in expressing through gestures and expressive movement.

How Parents Can Help

- Encourage Participation: Support your child's involvement in drama activities both at home and school, nurturing their enthusiasm for the art form.
- Exposure to Theatre: Provide opportunities for your child to experience a range of theatre and performance, whether online or in person.
- Support the Creative Process: Assist your child in learning lines and rehearsing, encouraging them to take creative risks and refine their work.
- Attend Drama Events: Attend school drama events, offering positive and constructive feedback to support your child's growth and confidence in their dramatic skills.



ART

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Theme: Figures Sculpture Artists: Giacometti, Antony Gormley, Keith Haring	**Theme: Pattern** Textiles Artists: Yinka Shonibare, Victoria Villisana	**Theme: Dreamscapes** Surrealism Artists: Dali, Magritte, Lola Dupre

Purpose of Study

The Year 6 art curriculum aims to deepen students' understanding of various artistic styles and techniques, encouraging them to explore and express their creativity through different media. Students will develop their skills in creating art that reflects personal expression and thematic exploration.

Aims

By the end of Year 6, students should be able to:

- Sculpture: Create sculptures using various materials and techniques, drawing inspiration from renowned sculptors.
- Textiles: Experiment with textile techniques to produce creative and meaningful textile art.
- Surrealism: Explore and apply surrealist techniques to create imaginative and thought-provoking art.

Curriculum Overview

Figures (Sculpture)

- Artists: Giacometti, Antony Gormley, Keith Haring
- Focus: Study and create sculptures inspired by the works of these artists, focusing on form, proportion, and expression in three-dimensional art.

Pattern (Textiles)

- Artist: Yinka Shonibare
- Focus: Explore textile design and pattern-making, creating textile artworks inspired by Yinka Shonibare's use of pattern and fabric in his work.

Dreamscapes (Surrealism)

- Artists: Salvador Dalí, René Magritte, Lola Dupre
- Focus: Investigate surrealism through the works of these artists, creating dreamlike and imaginative artworks that play with reality and fantasy.

How Parents Can Help

- Explore artists together through books or online resources.
- Encourage experimentation with different materials and techniques.
- Visit exhibitions or museums to inspire creativity.
- Provide materials for at-home projects and invite your child to share their work.

COMPUTING

OVERVIEW OF THE YEAR

TERM 1	TERM 2	
Jobs & Wojcicki: Layouts for Life Introducing design concepts around websites and their pages. Demonstrating the importance of Human Computer Interaction.	**Lamarr & Von Neumann: Sense for Movement** Introducing sensors and movements through the combination of robotic coding via VEX Robotics.	**Hopper & Lovelace: Variable in Games** Introducing a 3D gaming environment where intermediate coding techniques are introduced for the first time.

Purpose of Study

The Year 6 computing curriculum is designed to equip students with essential digital skills, from planning and designing apps to developing and marketing them. This curriculum aims to foster creativity, problem-solving, and project management skills, preparing students to engage confidently with technology and understand its application in the real world.

Aims

By the end of Year 6, students should be able to:

- Plan and Develop: Plan, design, and develop a mobile app using appropriate tools and techniques.
- Research and Design: Conduct market research and design user-friendly interfaces for mobile applications.
- Project Management: Manage projects effectively, applying project management principles to mobile app development.
- Marketing: Create compelling marketing materials for an app, including video and web content.

Curriculum Overview

We Are App Planners

- Focus: Plan the creation of a mobile app, including defining the app's purpose, target audience, and key features.

We Are Project Managers

- Focus: Develop project management skills, including planning, organising, and managing tasks and resources to ensure successful project completion.

We Are Market Researchers

- Focus: Research the app market to understand trends, user needs, and competitor products. Use this information to inform the app development process.

We Are App Planners

- Focus: Design an intuitive and appealing interface for a mobile app, considering user experience and accessibility.

We Are App Developers

- Focus: Develop a simple mobile app using appropriate development tools and languages. Learn basic coding and app functionality.

We Are Marketers

- Focus: Create engaging video and web copy for marketing the mobile app. Learn how to effectively promote an app to potential users.

How Parents Can Help

- Discuss Ideas: Engage in discussions about app ideas and features with your child, encouraging them to think critically about app development.
- Explore Technology: Explore technology and app development resources together. Consider using educational platforms or coding apps to practise basic coding skills.
- Support Projects: Assist with research and planning for app projects, and encourage your child to apply project management techniques to their tasks.
- Marketing Skills: Help your child understand marketing principles by discussing how businesses promote products and evaluating real-world marketing campaigns.





PE

OVERVIEW OF THE YEAR

SEASON 1	SEASON 2	SEASON 3	SEASON 4
Assessment Focus: I am a Thinker I am Engaged I am a Collaborator	**Assessment Focus:** I am a Problem Solver I am Physically Fit I am Resilient	**Assessment Focus:** I am a Leader I am a Skilled Performer I am a Communicator	**Assessment Focus:** I am a Leader I am a Skilled Performer I am a Communicator
FMS Focus: Ball Skills Reaction Dynamic Balance Counter Balance	**FMS Focus:** Stance Footwork Seated Balance Floorwork	**FMS Focus:** Sending & Receiving Ball Chasing	**FMS Focus:** Jumping & Landing One Leg Balance
Lessons: Basketball Racket Games REAL PE	**Lessons:** Football Athletics REAL PE	**Lessons:** Swimming Net & Wall Games Invasion Games	**Lessons:** Swimming Striking Games Dance / Gym
All students in the Prep School receive 3 double PE lessons per week			
In Season Sports	In Season Sports	In Season Sports	In Season Sports
Football Cross Country	Basketball Athletics	Badminton Touch Rugby Netball	Volleyball T-Ball Tennis Touch Rugby
House Competitions: Cross Country, Sports Day, Swim Gala, Football, Basketball			

Purpose of Study

In PE, our aim is not only to help children enjoy being active but also to prepare them for life. Using our Hands, Head and Heart model, we support pupils to grow their confidence, teamwork, resilience and problem-solving skills, while encouraging them to stay healthy and engaged.

Aims

- We use physical education as a platform for developing thinking skills, physical literacy and social awareness.
- Our curriculum challenges students to become problem solvers, decision makers and adaptable leaders.
- Through inclusive and varied activities, we promote enjoyment, connection , and the discovery of movement that feels meaningful.
- Students learn to express themselves, physically, communicate with others, and build empathy through shared physical experiences.
- We help students explore what movement means to them, so they leave school not just able to participate, but motivated to keep moving for life.

How Parents Can Help

- Ensure students are prepared with the correct kit.
- Encourage physical activity outside of school.
- Sign up for extra sporting activities.

Reinforce the importance of staying active and living a healthy life.

THAI PROGRAMME

OVERVIEW OF THE YEAR

TERM 1

Children Novel: ลูกแม่น้ำโขง

This term, Year 6 will focus on the youth literature "Look Mae Nam Khong." Students will enhance their reading comprehension by analysing the plot, characters' traits, and moral lessons. The grammar focus will be on compound words, and they will practise descriptive writing.

Analyse
Character
Setting
Plot
Theme
Thai way of life: northeast Thailand
Dialect: I-san language

Creative writing focus
Descriptive writing

Literacy focus
Complicated letters (พยัญชนะตัวยาก)
Three groups of consonants
Five tones (focus on words with ไม้เอก, ไม้โท)
Final letters (ไม่ตรงมาตรา แม่กด)
Compound words (คำประสม)

Thai culture and events
Wai Kru
Loy Krathong

TERM 2

Non-fiction: หน้าต่างที่เปิดกว้าง

This term, Year 6 will focus on the nonfiction literature "Nha Thang Tii Perd Kwang." Students will enhance their reading comprehension by analysing the plot and characters' traits, relating them to the RST learner profile. They will also study comparative idioms in grammar and explanatory writing.

Cross-curricular: science
Food and nutrition
Scientist's characteristic
Science process

Identity Thai language
Verb series (ชุดคำกริยา/ชุดคำขยาย)

Thai wisdom
Preserving food in Thai ways

Analyse
Knowledge from reading

Creative writing focus
A mind mapping
Explanatory writing

Literacy focus
Adjective, adverb (คำขยาย)
Comparative idioms (สำนวนเปรียบเทียบ)
Punctuation marks (ไม้ยมก, ฯ, ฯลฯ)

Thai historical knowledge
King Rama IX

Thai culture and Event
Geography of Thailand
Thai craft/Thai cuisine
Songkran

TERM 3

Literature: สังข์ทอง ตอน กำเนิดพระสังข์

This term, Year 6 will delve into the youth literature "Sung Thong" and learn to interpret poems. Students will summarise and analyse main ideas from their readings, with a focus on silent sounds in grammar and creating storyboards for their writing.

Morals of the story
Characters (good/bad)
Consequences
The author
Verse and its form
The best of Thai verse story

Learn about Thailand's history
Setting in the story reflects Thai society and way of life
Thai belief and religion

Creative writing focus:
Summarise a story
Story board and written

Literacy focus
Silent sounds
Royal language
Thai verse (กลอน 8)

Thai Culture and Event
Famous Thai product
Thai games and Thai dance

Thai for Non-Thais		
Thai culture and events Wai Kru Loy Krathong	**Thai culture and events** Geography of Thailand Thai craft/Thai cuisine Songkran	**Thai culture and events** Famous Thai product Thai games / Thai dance
My house and rooms In my house Rooms in my house Useful verbs for the topics	**School and activities** At school Places in school Useful verbs for the topics	**Places and Direction** Places Give a direction Preposition: near, far, near, before, etc.
How many bedrooms in your house?	**I swim at the swimming pool**	Where is the fresh market? How do I get there?

Purpose of Study

The Year 6 Thai curriculum prepares students for advanced reading and writing, with a focus on analysing literary works and articles, and composing logical, coherent texts. Students engage with Thai literature and culture while strengthening comprehension and developing strong writing skills.

Aims

- Build advanced reading and writing skills through analysis and composition.
- Explore themes, characters, and contexts in literary works and articles.
- Develop clear, coherent writing to express opinions and arguments effectively.

Curriculum Overview

Children's Novel: ลูกแม่น้ำโขง (Look Mae Nam Khong)

- Focus: Analyse plot, character traits, and moral lessons.
- Grammar: Compound words.
- Writing: Descriptive writing.

Non-Fiction: หน้าต่างที่เปิดกว้าง (Nha Thang Tii Perd Kwang)

- Focus: Analyse plot and characters, relating to the RST learner profile.
- Grammar: Comparative idioms.
- Writing: Explanatory writing.

Literature: สังข์ทอง ตอน กำเนิดพระสังข์ (Sung Thong)

- Focus: Interpret poems, summarise and analyse main ideas.
- Grammar: Silent sounds.
- Writing: Storyboards and narrative writing.

Literacy Focus

- Complicated Letters (พยัญชนะตัวยาก): Study three groups of consonants and five tones, focusing on specific tone marks and final letters.
- Adjectives and Adverbs (คำขยาย): Comparative idioms and punctuation marks.
- Silent Sounds and Royal Language: Thai verse (กลอน 8).

Creative Writing Focus

- Descriptive Writing: Enhance descriptive writing skills through detailed descriptions.
- Mind Mapping & Explanatory Writing: Use mind mapping for explanatory writing.
- Story Summarisation & Storyboarding: Summarise stories and create storyboards.

Thai Culture and Events

- Term 1: Wai Kru, and Loy Krathong
- Term 2: Songkran



DESIGN AND TECHNOLOGY

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Health and safety form. Set up a digital portfolio. SMART torch project: Design context. Sketching skills and techniques, designing, developing, modelling / testing and design proposal, final design presentation, CAD.	Completion of CAD, SMART Torch manufacture: CAM, subtractive manufacture (sawing, filing, drilling), finishing, and evaluation.	Scroll saw and coping saw skill development. Combine with resin cast. Stained glass windows, name decoration, coaster or balancing shapes.

Purpose of Study

Design and Technology (D&T) is a stimulating and practical subject that encourages students to use creativity and imagination to design and create products that address real problems. Pupils will develop skills across various disciplines including mathematics, science, engineering, computing, and art. They will learn to be resourceful, innovative, and enterprising, and understand the impact of design and technology on daily life and the wider world. A high-quality D&T education contributes significantly to creativity, culture, and well-being.

Aims

- Develop Creative and Practical Expertise: Gain confidence in performing everyday tasks and participating in a technological world.
- Design and Make High-Quality Prototypes: Build and apply skills to create products for various users.
- Critique and Evaluate: Test and assess their own and others' ideas and products.



Curriculum Overview

Term 1

- Health and Safety: Complete a health and safety form and set up a digital portfolio.
- SMART Torch Project: Focus on design context, sketching skills, and techniques. Develop and model designs using CAD (Computer-Aided Design) and card modelling.

Term 2

- Completion of CAD and SMART Torch Manufacture
- CAM (Computer-Aided Manufacturing): Learn subtractive manufacturing techniques such as sawing, filing, and drilling.
- Finishing and Evaluation: Complete the SMART torch project and evaluate its functionality.
- Upcycle Project: Reuse materials like tyre rubber or recycled plastics to create new products.

Term 3

- Scroll Saw and Coping Saw Skill Development: Enhance skills in using these tools and combine with resin casting.
- Projects: Create stained glass windows, name decorations, coasters, or balancing shapes.

How Parents Can Help

- Support Digital Portfolios: Encourage children to update their digital portfolio at home, taking an interest in their classroom work and progress.
- Practice Skills: Support children in practising skills such as sketching design ideas, both digitally and by hand. Encourage the use of CAD applications like Onshape.
- Extra Projects: Encourage children to include any additional projects, research, or articles in their digital portfolio.
- Design Magazines and Competitions: Suggest reading design magazines or websites and participating in relevant design competitions.
- Photography and Presentation: Encourage children to photograph interesting elements of their surroundings and present these photos on their digital portfolio.

This structured approach ensures that students develop a robust set of skills in design and technology, preparing them for future academic and practical challenges.







RUGBY SCHOOL

THAILAND

THE WHOLE PERSON THE WHOLE POINT

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