

# KS1 & 2 Curriculum Mapping 2014-15 – identifying science & foundation subject objectives

**Year Group:** YEAR 6

**Term:** [1] 2 3 4 5 6

**Thematic Unit Name:** 'The Tudors'

## NC STATUTORY SUBJECT Programmes of Study (POS):

### ENGLISH

#### Non-fiction 1: biography and autobiography

- I can identify the features of biography or autobiography
- I can present a biography
- I can write complex sentences that link cohesively

I can write a biography:

Tudor people – Sir Francis Drake, Sir Walter Raleigh, Martin Luther, Thomas Cranmer, Thomas Cromwell, Thomas Moore.

#### Poetry 1: Power of Imagery

I can identify the use of figurative language and imagery in a poem

I can perform a poem I have learned by heart

I can use personification effectively

I can write a poem containing imagery

I can read poetry with expression:

Shakespeare - Witches

Maya Angelou

War poetry Roger McGough

### MATHEMATICS

#### Number, place value and rounding

- I can recognise and continue number sequences including positive and negative integers
- I can read, write and round numbers up to 10,000,000
- I can check my answers using number facts and rounding
- I can solve problems
- I can solve number problems
- Develop further their understanding of the four number operations and the relationship between them including the inverse using related vocabulary
- make connections in mathematics and appreciate the need to use number skills

#### Addition and subtraction

- I can calculate mentally with integers and decimals
- I can add and subtract large numbers
- Recall all addition and subtraction facts for each number to 20
- Use written methods to add and subtract positive integers less than 1000, then up to 10 000, then add and subtract decimal numbers, use approximations and estimation to check that their answers are reasonable

**SCIENCE**

**Everyday effects of light**

- a. that light travels from a source
- b. that light cannot pass through some materials, and how this leads to the formation of shadows
- c. that light is reflected from surfaces [for example, mirrors, polished metals]
- d. recognise that light appears to travel in straight lines

**Seeing**

- e. that we see things only when light from them enters our eyes
- f. we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

**Art & Design: Portraiture**

- To know about great artists, architects and designers in history. (NC)
- a. Famous portraits of Tudor & modern monarchs: discussing colour, background, foreground, comparison with current portraits of royal monarchs.
- b. Difference in style of royal portraiture
- c. How royal families represent themselves at different points of their reign and why
- d. Drawing self-portraits and portraits of others in a royal style, using pencils.

**Computing**

- a. Use search technology safely, respectfully and responsibly
- b. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- c. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- d. recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- e. select, use and combine a variety of software (including internet services) on a range of digital devices
- f. accomplish given goals, including collecting, analysing, evaluating and presenting data and information

**Design & Technology: Not this term**

**Languages (KS2): Spanish**

- a. Introducing yourself and greetings
- b. Days of the weeks, months of the year, numbers , alphabet
- c. Using songs and rhymes to learn new words and pronunciation

**Geography-Not this term**

**History: Tudors (Themed British History)**

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (NC)
  - a. Chronology
  - b. Reformation (Church of England and Catholics): Change-Cause-Consequence
  - c. Henry VIII and his reasons for the dissolution of the monasteries
  - d. Martin Luther/Thomas Cranmer – their role in the dissolution
  - e. Dissolution of monasteries
  - f. Tudor houses and society

**Music**

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. (NC)

Pupils should be taught to:

- a. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- b. improvise and compose music for a range of purposes using the inter-related dimensions of music
- c. listen with attention to detail and recall sounds with increasing aural memory
- d. use and understand staff and other musical notations
- e. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- f. develop an understanding of the history of music

We will apply these through learning to play the recorder.

**Physical Education**

Using the Real PE programme

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- a. use running, jumping, throwing and catching in isolation and in combination
- b. develop flexibility, strength, technique, control and balance
- c. compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**RE (Locally Agreed Syllabus)**

Using the Discovery RE programme

Some of the ways Muslims and people of other faiths show commitment to God

**PHSE (non-statutory)**

Being Me in My World (Jigsaw)

Setting goals for the year. RRSa related learning charter.

**Notes:**