

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: **'WHO'S THERE?'** (Science fiction and suspense)

NC STATUTORY SUBJECT Programmes of Study (POS):

**ENGLISH**

Fiction: Genres

- a. Analyse features of different genres and identify and discuss the principal features of different genres
- b. Write sentences in the style of a particular genre: science fiction and suspense (for ghost, horror, detective, action-adventure)
- c. Plan, draft and write a story in a particular genre using appropriate language and organisational features
- d. Write an engaging story: science fiction
- e. Use a reading journal to reflect on a text
- f. Use drama and other techniques to understand effective characterisation
- g. Write complex sentences that link cohesively
- h. Identify features of suspense in films

**MATHEMATICS**

**Multiplication and division**

- a. I know multiplication facts
- b. I can calculate mentally with integers and decimals
- c. I can multiply and divide whole numbers and decimals by 10 and 100 and 1000 I can scale numbers up or down to solve a problem
- d. I can multiply large numbers
- e. I can perform long division using efficient methods
- f. Multiply multi-digit numbers, up to four digits by a two digit whole number using formal written methods of long multiplication
- g. Divide numbers, up to four digits by a two digit whole number, using formal written methods of long division
- h. Divide numbers, up to four digits by a two digit number, using formal written methods of short division, interpreting remainders according to the context
- i. Perform mental calculations including with mixed operations and

**Fractions**

- a. I can simplify and order fractions
- b. I understand fractions
- c. I can calculate equivalent decimal fractions
- d. I can add and subtract fractions
- e. I can multiply fractions
- f. I can divide fractions

Key Stage 3 POS

- a. Use the four operations, including formal written methods, applied to: integers, decimals, proper and improper fractions, mixed numbers, all both positive and negative
- b. Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and  $\frac{7}{2}$ )

<p>large numbers</p> <p>Key Stage 3 POS</p> <ol style="list-style-type: none"> <li>a. Understanding of place value for decimals, measures and integers of any size</li> <li>b. Order positive and negative integers, decimals and fractions</li> <li>c. Use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple and prime factorization</li> </ol>	<ol style="list-style-type: none"> <li>c. Define percentages as number of parts per hundred, interpret percentage changes as a fraction or decimal, interpret these multiplicatively, express one quantity as a percentage of another.</li> <li>d. Interpret fractions and percentages as operators</li> </ol>
<p><b>SCIENCE</b></p> <p>Electricity: Simple circuits</p> <ol style="list-style-type: none"> <li>a. to construct circuits, incorporating a battery or power supply and a range of switches, to make electrical devices work [for example, buzzers, motors]</li> <li>b. how changing the number or type of components [for example, batteries, bulbs, wires] in a series circuit can make bulbs brighter or dimmer</li> <li>c. how to represent series circuits by drawings and conventional symbols, and how to construct series circuits on the basis of drawings and diagrams using conventional symbols</li> </ol>	
<p><b>Art &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• To know about great artists, architects and designers in history (NC)</li> </ul> <ol style="list-style-type: none"> <li>a. Famous portraits of Tudor &amp; modern monarchs</li> <li>b. Differences in style of royal portraiture</li> <li>c. How royal families represent themselves at different points of their reign and why</li> <li>d. How portraits influence the modern perception of royal families of the Tudor period</li> </ol>	
<p><b>Computing</b></p> <ol style="list-style-type: none"> <li>a. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ol> <p>Tudor research – using the internet, research a Tudor monarch and use presentation skills to share what they have found. Look at how different Internet sources can generate conflicting information.</p> <ol style="list-style-type: none"> <li>b. 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</li> </ol> <p>Presenting information in as engaging a manner as possible using Powerpoint.</p>	
<p><b>Design &amp; Technology:</b></p> <p>Not this term</p>	

**Languages (KS2) Spanish**

- a. Building everyday conversational vocabulary.
- b. Pronunciation and speaking skills.
- c. Introduction to stem changing verbs

**Geography:**

None this term

**History:**

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (NC)
  - a. Chronology of the Tudor period in relation to other periods in British history
  - b. Tudor houses and society – appearance, function, materials – compare and contrast
  - c. Look at designing houses – techniques, 3D drawings, etc

Links with Design & Technology

**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 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 by 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. play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- c. develop flexibility, strength, technique, control and balance
- d. perform dances using a range of movement patterns
- e. compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**RE** (Locally Agreed Syllabus)

Using the Discovery RE Programme

Analyse Christian belief in Virgin birth, preparations for Christmas celebrations.

**PHSE** (non-statutory)

Celebrating Difference (jigsaw)

I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people with people in either situation.

**Notes:**