

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: **South America**

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH

Persuasive texts

Speaking and Listening

- a. I can present one side of an argument as part of a debate- Including: Idea / thesis, reinforcement, summary, clarity, quality of information, the use of language to gain attention, formality, imply that this is a 'must do', the use of logical connectives, *however, because, this shows*, persuasive vocabulary and phrases, pre-empt counter argument, convincing expression, use images, diagrams, music, and/or props

Writing

- a. I can write formal argument showing conflicting views. Writing should include: formal speech, rhetorical questions, general phrases, facts to qualify opinions, use of the passive voice
- b. I can use the connectives, *however, because, this shows*
- c. I can use a variety of sentence types
- d. I can manipulate clauses to create effect
- e. I can use persuasive vocabulary and phrases
- f. I can use language to gain attention
- g. Edit and improve writing where appropriate

Reading

- a. I can recognise the structure and language features of both a persuasive argument and of a balanced discussion
- b. I can discuss the main idea and summarise it

MATHEMATICS

- a. To draw 2D shapes using given dimensions and angles
- b. Recognize, design and build simple 3D shapes – including making nets
- c. Compare and classify geometric shapes based on their properties and size and find unknown angles in any triangles, quadrilaterals and regular polygons
- d. Illustrate and name parts of circles including *radius, diameter* and *circumference* and know that the diameter is twice the radius
- e. Recognize angles when they meet at a point, are on a straight line are vertically opposite, and find missing angles

- f. Describe positions on the full coordinate grid
- g. Draw, reflect and translate shapes on a coordinate plane
- h. to use floor or screen roamers for linking with teaching of geometry in maths

Key Stage 3

- i. Derive and apply formulae to calculate and solve problems involving volume of cuboids and other prisms
- j. Apply angles facts, triangle congruence, similarities and properties of quadrilaterals to derive results about angles and sides, including Pythagoras' Theorem
- k. Use Pythagoras's Theorem and trigonometric ratios in similar triangles to solve problems involving right angled triangles

SCIENCE

Nutrition

- a. about the functions and care of teeth
- b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health

Circulation

- a. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- b. about the effect of exercise and rest on pulse rate

Health

- a. about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health
- b. about the importance of exercise for good health

Humans and other animals

- a. to recognise and compare the main external parts of the bodies of humans and other animals
- b. that humans and other animals need food and water to stay alive
- c. that taking exercise and eating the right types and amounts of food help humans to keep healthy
- d. about the role of drugs as medicines
- e. how to treat animals with care and sensitivity
- f. about the senses that enable humans and other animals to be aware of the world around them

Art & Design

- a. To create sketch books to record their observations and use them to review and revisit ideas
- b. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- c. To reproduce South American art work
- d. To draw in the style of South American civilisations.

Computing

- a. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- b. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Scratch and Logo
- c. to use floor or screen roamers for linking with teaching of geometry in maths

Film Unit

- a. develop the film making skills of: camera work, directing, editing, sound effects, image sequencing and manipulation
- b. use the software U-Lead to edit their films
- c. importing sound effects from other media and the Internet

Design & Technology

Not this term

Languages (KS2) Spanish

- a. Building everyday conversational vocabulary.
- b. Pronunciation and speaking skills.
- c. Practicing using present tense regular verbs and using these to write longer sentences.
- d. Introduction of the future tense...voy a ...Fui a...in the first person so children can I say I went, I am going ..

Geography: (continued from previous term and overlapping with science and history)

Location Knowledge

- a. locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Human and physical geography

Describe and understand key aspects of:

- b. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- c. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

History: (overlapping with geography)

- a. To study a non-European society that provides contrasts with British history –Mayan civilization
- b. This will include studying: chronology, location in the world
- c. Comparison of Anglo Saxon British life to Mayan Life at the same point in time historically-similarities/differences and reasons for them
- d. Mayan cultural/historical impact on current world: Architectural evidence

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.

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.

Continue to learn to play the recorder

Physical Education**Using the Real PE Programme****Using the Real PE Programme**

- a. 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:

- b. use running, jumping, throwing and catching in isolation and in combination
- c. play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- d. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- e. take part in outdoor and adventurous activity challenges both individually and within a team
- f. compare their performances with previous ones and demonstrate improvement to achieve their personal best.

RE (Locally Agreed Syllabus)**Using the Discovery RE Programme:**

Christian influences in the world and evaluation of Christianity as a world religion

PHSE (non-statutory)**Healthy Me (Jigsaw)**

I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this.

Notes:

St Mary's CE Primary School NC 2014 POS curriculum mapping

