

# 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 Maya Culture - Chocolate**

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

### ENGLISH-Fiction:

#### Stories with flash back

##### To identify where there is a flashback in a story

- *Linked paragraphs to structure my writing*
- *Pace*
- *Conveying mood*
- *Increasing tension*
- *Passive voice at times during flashback to emphasise contrast*
- *A range of punctuation, including commas to avoid ambiguity, and semi-colons to join independent clauses*
- *Check, edit and improve my story*

##### Planning my presentation using a storyboard planning format

- *Skilfully using presentation software e.g. PowerPoint*
- *Importing images*
- *Using music / soundtrack*
- *Including a voiceover*
- *Including a written text*

##### To plan a multi modal presentation of a story

*Read a range of stories*

- *Identify words that suggest a flashback e.g. meanwhile, previously*
- *Discuss how a flashback in a story can increase the tension*
- *Look for clues in the way the story is paragraphed*

##### To identify where there is a flashback in a story

Discuss my personal response to a short film by saying what I enjoyed / disliked and given reasons why

- *Discuss how mood can be conveyed through music*

- Back up my opinions with inferential evidence from other texts and deductive evidence located in the text
- Discuss how:
- Gesture
- Pan of the camera
- Editing
- Costume
- Can indicate shifts in time and place

**To express views on how a range of techniques has been used to create a specific mood when interpreting a text**

**To write complex sentences in the passive voice**

## **MATHEMATICS**

### **Statistics:**

- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average
- Pupil connect their work to angles, fractions and percentages to the interpretation of pie charts
- Pupils both encounter and draw graphs relating two variables, arising from their own enquiry and other subjects
- Connect conversion from km-miles in measurement to its graphical representation
- Pupils know when it is appropriate to find the mean of a data set.

### **Level 6:**

Describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete continuous and grouped data; and appropriate measures of centrally tendency (mean, median and mode) and spread range and consideration of outliers. Construct and interpret tables, charts and diagrams including frequency charts, bar charts, pie charts and pictograms.

## **SCIENCE**

### **Evolution & Inheritance**

- Recognise that things changed over time and that fossils provide information about living things that inhabited the earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

### **Art & Design**

#### **Based on Maya topic:**

- Looking at examples of Mayan art work including masks, ceramics, textiles and surviving art works
- Identifying patterns and common themes

**Computing**

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Use the program Scratch to build increasingly complex algorithms to control on-screen sprites. Develop games involving sprites sensing each other using inputting of sensory data.

**Design & Technology****Based on Maya topic:**

- Use examples of art to design masks in the style of The Maya
- Use clay to construct tribal masks

**Languages (KS2)**

- Building everyday conversational vocabulary.
- Pronunciation and speaking skills.
- Practicing using present tense, past tense and future tense verbs forms in the first person and using these to write longer sentences.
- Language relating to the geography and the history of The Maya 'Dia del muerte' 'Juego con pelota'

**Geography:**

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Relate to study of Central and Southern America – relevant to the topic of the Maya. Look at the climate and topographical landscape of the region and apply to crops, farming and agriculture, etc. Contrast with modern Central and Southern America.

**History****To study a non-European society that provides contrasts with British history –Mayan civilization c. AD 900**

- Comparison of British life to Mayan Life at the same point in time historically-similarities/differences and reasons for them
- Mayan cultural/historical impact on current world and comparing it to the impact of British life at the same point in time
- Mayan creation stories
- Mayan traditional tribal dances

**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:

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

Ten Pieces BBC classical music project

Learning to play the recorder

### **Physical Education**

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:

- use running, jumping, throwing and catching in isolation and in combination
- to develop athletic skills including throwing, running and jumping.
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**RE** (Locally Agreed Syllabus)

### **Using Discovery RE Programme:**

Ways in which Muslims try to lead good lives and Akhirah

Should religious people be sad when someone dies?

Do religious people lead better lives?

Do all religious beliefs influence people to behave well towards others?

**PHSE** (non-statutory)

Relationships (Jigsaw)

I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.

'Moving On'-preparation for secondary transition

### **Notes:**

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

