

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 ENGLISH-Non Fiction:

Journalistic Writing:

- I can identify the features of news reporting (Reading)
- I can present a radio news programme (SP & L)
- I can write complex sentences that include expanded noun phrases (GAPS)
- I can write for a specific purpose – menus, leaflets (publicity and marketing), invitations, presentations
- I can reading for purpose, research skills, note taking
- I can write a script for a radio news report (Composition 2)
- I can perform a play by following a play script (performance)
- I can speak clearly, use gestures and expression (performance)

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 (mead, 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.

- Construct and interpret scatter graphs and identify correlations/relationships between data sets (Level 6)

Business Project – using and applying maths. Use all aspects of maths to plan, propose, evaluate and design and business design. Use of percentages,

estimates, data handling, number skills.

Following a line of enquiry using statistics to reach an answer.

SCIENCE

Evolution and Inheritance

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

Carry out research on the work of Charles Darwin; variation, natural selection and inherited physical features. Mendel's work on pea plants to show inheritance.

Art & Design

- 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)

Sculpture – Mayan masks made from clay, soap sculptures of the Tudor rose

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

Make

- Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities

Evaluate

- Evaluate their idea and products against their own design criteria and consider the views of others to improve their work

Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Design and build a model of a Maya stepped pyramid

Cooking

Look at the savoury and sweet uses of chocolate; savoury recipes from the Maya and sweets adapted from this. Modern-day food from South and Central

America.

Languages (KS2)

Spanish - the culture and language of different countries where Spanish is spoken, and tourism and exchange programmes in Spain.

- 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'
- Looking at Spanish speaking holiday hot spots and saying where we went on holiday and where we want to go on holiday

Geography

Not done this term – except for physical geographical features evident through studying the Mayans.

History

- **A non-European society that provides a contrast with British history – Mayan civilisation c AD 900**

Continue to look at the history of the Mayan civilisation and contrast with life in modern day South and Central America. Look at the art remaining and discuss its use as a primary or secondary resource. Links with Art & Design, Design & Technology – including cookery and English

Music

Performance

Studying, learning and performing songs looking at rhythm, pitch, tone, performance, phrasing – applying all of these to musical theatre.

Physical Education

Golf – with an outside coach. Looking at the skills required to play golf

RE (Locally Agreed Syllabus)

Discovery RE

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)

Changing Me (Jigsaw)

I can describe how a baby develops from conception through the 9 months of pregnancy, and how it is born. I recognise how I feel when I reflect on the development and birth of a baby.

Transition to secondary schools.

Notes: