

Year 6		The Mayans		Spring 2
<b>ROOTS Link:</b> Taking Care	<b>Whole School Project:</b> World Book Day	<b>Ignites, Trips, Visits &amp; Visitors:</b>	Easter Cracked, Mayan pyramid building 	
<p><b>Vision:</b> For this project, the children will develop their geographical knowledge of South America from their Darwin studies and look a little further north, moving to Central America. They will explore how the landscapes of Central America impacted on the rise and subsequent collapse of the Ancient Mayan civilisation. They will also consider how the arrival of the Spanish, with differing beliefs, cultures and motivations, impacted on Mayan life and explore how much this contributed to the collapse of their cities and culture. Through Mayan myths, the children will write descriptive settings inspired by the Mayan pyramid ruins and develop their own myths around the Mayan gods and their creation story. Once they have discovered the brutal sport of Pok-A-Tok and the role it played in society for religious and entertainment purposes, the children will design their own Mayan inspired games and write instructions on how to play these.</p>			<p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>• Rain Player by David Wisniewski</li> <li>• Holes by Louis Sachar</li> </ul>	
History/ Geography				
NC Links	Knowledge	Skills		
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	<ul style="list-style-type: none"> <li>• Know the significance behind Mayan masks for example, that the masks were intended to make the wearers become gods in the afterlife.</li> <li>• Name the god Chaac (god of rain) and Itzumna (god of agriculture and education) presenting this information in an original ways.</li> <li>• Recognise Mayan architecture from a variety of sources and explain why it was significant and different.</li> </ul> <p>OL: Can I explore the life during the time of the Mayans? OL: Can I understand the religious culture of the time? OL: Can I examine the daily life of the Mayans? OL: Can I collect and research historical information about the Mayans? OL: Can I present information about the Mayans?</p>	<p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Use sources of information to form testable hypotheses about the past.</p>		

English		
<p><b>Writing Focus:</b> Myths – Fiction</p> <p><b>Cold Write:</b> A myth about a power that goes wrong. (Stimulus: King Midas)</p> <p><b>WAGOLL:</b> The Hero Twins</p> <p><b>Hot Write:</b> Mayan inspires Myth</p>	<p><b>Short Bursts:</b> Setting Description (ruined settlement) Instruction (Mayan inspired game) Diary (Mayan captive)</p>	
NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Develop initial ideas, drawing on reading and research where necessary.</li> <li>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p><b>Draft and write</b></p> <ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>Improve stamina for and accuracy of longer passages of writing.</li> <li>Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>Use organisational and presentational devices to structure text and to guide the reader.</li> </ul> <p><b>Evaluate and edit</b></p> <ul style="list-style-type: none"> <li>Self and peer assess the effectiveness of written passages.</li> <li>Edit vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>Proof-read for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses to add additional information.</li> <li>Modal verbs to express possibility or necessity.</li> <li>Choose appropriate synonyms for impact on the reader.</li> <li>Adverbs to modify a verb.</li> <li>Creating expanded noun phrases for description.</li> <li>Understanding perfect form of verbs show completed actions.</li> <li>Understand how and when to use passive voice in a narrative.</li> <li>Using a wide range of devices to build cohesion within and across paragraphs including flashbacks.</li> </ul>	<p>Consolidate year 5 list.</p> <p>Use of semi-colons to link sentences and ideas.</p> <p>Use colons to add detail or explanation.</p> <p>Using commas to clarify meaning.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using dashes to separate clauses.</p> <p>Consider how authors develop characters and settings.</p> <p>Identify the purpose and audience of a piece of writing.</p>

Speaking & Listening		
Speaking & Listening	Debating	
<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	
Spelling & Phonics		
NC Links	Knowledge	Skills
<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<ul style="list-style-type: none"> <li>• Know words on statutory words list.</li> <li>• Apply strategies for proof reading in smaller chunks (sentences and paragraphs).</li> <li>• Distinguish between homophones and other words which are often confused.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> </ul>	<p>Apply the following spelling rules:</p> <ul style="list-style-type: none"> <li>• Homophones (e.g. dessert, desert, prophet, profit)</li> <li>• Statutory Word List (Year 5/6)</li> </ul>
Handwriting		
NC Links	Knowledge	Skills
<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter.</li> </ul>	<p>Pupils can choose the writing implement that is best suited for a task.</p>	<ul style="list-style-type: none"> <li>• All letters are of a consistent size.</li> <li>• Handwriting is always joined and legible.</li> <li>• Pupils can write with speed.</li> </ul>

Design & Technology		
NC Links	Knowledge	Skills
<p><b>Design</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>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.</p> <p><b>Evaluate</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>	<p><b>Cooking:</b> Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Design &amp; Technology</b> OL: Can I create a 3D Mayan mask?</p> 	<p><b>Cooking:</b></p> <ul style="list-style-type: none"> <li>Understand that food and drink contain different substances that are needed for health. i.e. nutrients, vitamins, fibre, water.</li> <li>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul> <p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Develop design specifications.</li> <li>Generate innovative, drawing upon research.</li> <li>Make design decisions taking into account constraints such as time, resources and costs.</li> <li>Produce appropriate lists of tools, equipment and materials needed.</li> <li>Formulate step by step plans as a guide to making.</li> </ul>

Science		
<p><b>Enquiry Questions:</b> Why does the moon go through phases? What is an eclipse? Can one shape create different shadows throughout a day? How do animals with different eyes to humans see differently? What colour is light?</p>		<p><b>Key Vocabulary:</b> Cornea, iris, lens, light ray, pupil, rainbow, reflection, symmetry, opaque.</p>
NC Links	Knowledge	Skills
<p><b>Work scientifically by:</b> Deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur), talk about what happens and make predictions.</p>	<p><b>Focus:</b> Lights</p> <ul style="list-style-type: none"> <li>• Light appears to travel in straight lines.</li> <li>• Light travels faster than sound, (330m/s).</li> <li>• Objects are seen because they give out or reflect light into the eye.</li> <li>• We see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>• Shadows have the same shape as the objects that cast them.</li> </ul> <p>OL: Can I show that light appears to travel in straight lines? <b>(practical: torches, 3D shapes)</b> OL: Can one shape create different shadows throughout a day? <b>(practical: torches, rulers)</b> OL: Can I show that light can be reflected? <b>(practical: torches, cardboard, mirrors)</b> OL: Can I explain how reflected light helps us to see? OL: Can I describe how the speed of light can be changed? Can I describe refraction? <b>(practical: beakers, prisms, torches)</b></p>	<ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>• Gather and record data to help in answering questions.</li> </ul>

Music		
<u>Termly Focus:</u> Recorders	<u>Key Vocabulary:</u> Effect, pattern, sequence, rhythm, syncopation, pattern, phrase scale, note, mode, melodic line, solo, techniques, glissandi. Pizzicato, intonation, articulation, staff, note, range, style, expression, technique.	
NC Links	Knowledge	Skills
<p>Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Develop an understanding of the history of music.</p>	<p>Children expand the range, style, musical expression, phrase and technique in their chosen area.</p> <p>Duration leads to articulation and pitch to intonation.</p> <p>Use more than three notes in their exploration e.g. a blues scale, the Dorian mode.</p> <p>Use syncopation within their rhythmic exploration and take note of the patterns/phrase that they hear immediately before them (e.g. call and response).</p> <p>Use the notes given with more confidence and freedom, listening to the effect and producing more interesting sequences, patterns and rhythms.</p> <p>Perform instrumentally from staff notation where appropriate.</p> <p>Children will be ready to step out their own tune and the tunes of others'.</p>	<p>Explore melodic lines within the context of classical, jazz and world music.</p> <p>Perform as a soloist within a group or to use their own knowledge of the characteristics of their instrument to suggest its use and combination with others.</p> <p>Specific instrumental techniques are used in class composition and arrangement e.g. pizzicato, glissandi.</p> <p>Staff notation:</p> <ul style="list-style-type: none"> <li>- Crotchets</li> <li>- Paired Quavers</li> <li>- Minims</li> <li>- Semibreve</li> <li>- Semiquavers</li> <li>- Rests</li> <li>- Getting faster/Slower/louder/softer</li> <li>- Do – Do Range of an octave</li> <li>- Time signatures 2/4 3/4 4/4</li> </ul> <p>Fast/Slow/Loud/Quiet</p>

Computing		
NC Links	Knowledge	Skills
<p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p> <p><b>Maths – Cross Curriculum</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving addition, subtraction, multiplication, and division.</li> <li>• Interpret and construct pie charts and line graphs, and use these to solve problems.</li> <li>• Calculate and interpret the mean as an average.</li> <li>•</li> </ul>	<p><b><u>Data &amp; Information: Spreadsheets</u></b></p> <p><b>Programs:</b> Google Sites, Google Sheets</p> <p>OL: Can I explain the purpose of a spreadsheet?            OL: Can I modify spreadsheets?            OL: Can I explain what a formula is used for?            OL: Can I calculate data using different operations?            OL: Can I use a spreadsheet to answer questions?            OL: Can I present data using tables and graphs?</p>	<ul style="list-style-type: none"> <li>• Describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</li> <li>• Use different search technologies.</li> <li>• Evaluate digital content and can explain how I make choices from search results.</li> </ul>

RE		
<p><b>Termly Focus:</b> Easter</p> <p><b>Religion Focus:</b> Christianity</p>	<p><b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p><b>Concept:</b> Salvation</p>	
NC Links	Knowledge	Skills
<p>To develop understanding of concepts and mastery of skills to make sense of religion and belief.</p> <p>To provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge.</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions and explanations</li> <li>• Participate actively in collaborative conversations</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances and debates</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> </ul>	<p>Describe how people have influenced me in different ways and say why I think this happened.</p> <p>Describe one way that Christianity seems to be a strong religion today.</p> <p>Consider whether I think Christianity is a strong religion now.</p> <p>Explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>Express my opinion whether Christianity is a strong religion now and say why I think this.</p>

PSHE	
Knowledge	Skills
<p><b>Focus: Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for my health and make choices that benefit my health and well-being.</li> <li>• Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</li> <li>• Understand that some people can be exploited and made to do things that are against the law.</li> <li>• Know why some people join gangs and the risks this involves.</li> <li>• Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</li> <li>• Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</li> </ul>	<p>Identify my motivations to care for my physical and emotional health.</p> <p>Identify my motivations to find ways to be happy and cope with life's situations without using drugs.</p> <p>Suggest ways that someone who is being exploited can help themselves.</p> <p>Suggest strategies someone could use to avoid being pressurised.</p> <p>Know how to help myself feel emotionally healthy and can recognise when I need help with this.</p> <p>Use different strategies to manage stress and pressure.</p>

PE		
NC Links	Knowledge	Skills
	<b>Indoor Focus:</b> Cookery (See Design & Technology)	
<p>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.</p> <p>Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p><b>Outdoor Focus:</b> Tennis (Alternative - Indoor: Table Tennis)</p> <p>OL: Can I change direction of the ball using control? OL: Can I vary the technique used to return a ball? OL: Can I understand what shots can be used in attacking play? OL: Can I vary the power of backhand and forehand shots? OL: Can I play a tennis serve? OL: Can I apply learned skills in a tennis match?</p>	<p>Strike a ball with control.</p> <p>Understand the ready position.</p> <p>Use forehand and backhand shots with accuracy.</p> <p>Vary the direction of shots.</p> <p>Strike a ball into a target area.</p> <p>Play a tennis serve using the correct technique.</p>