Great Linford Primary School

Year 6	The Mayans/Coastal Geography	Summer 1

ROOTS Link: Speak Kindly	Whole School Project: Jubilee Celebration	Ignites, Trips, Visits & Visitors: Bikeability Year 6 Swimming Harry Potter World trip Environmental Visitors

Vision:
For this project, the children will continue to develop their knowledge of the Mayans. They will explore the Mayan diet and how local geography contributed to a different range of foods from Britain. The children will compare our writing and alphabet to that of the ancient Maya people and explore the reasons behind these differences. They will explore differing theories and contributing factors to the decline of the Mayans and look at two periods of decline which resulted in a move from inland to coastal life. Investigation into the coastline of Central America will allow the children to draw comparisons with British coastlines in advance of their Summer 2 residential trip. They will use this information to write coastal travel brochures.

Key Texts:
- Rain Player by David Wisniewski
- Macbeth by William Shakespeare

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.	• Know the significance behind Mayan masks for example, that the masks were intended to make the wearers become gods in the afterlife. • Name the god Chaac (god of rain) and Itzumna (god of agriculture and education) presenting this information in an original ways. • Recognise Mayan architecture from a variety of sources and explain why it was significant and different. OL: Can I compare diets of the ancient Mayans to modern British life? OL: Can I identify how the Mayans produced their food? OL: Can I identify threats which may have led to the decline of the Mayans? OL: Can I compare the coastline of Central America to that of Britain?	Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas. Identify periods of rapid change in history and contrast them with times of relatively little change. Use sources of information to form testable hypotheses about the past.

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English			
Cold Write:	Local Travel Guide	Short Bursts:	Short Story
WAGOLL:	Barry Island Travel Guide		Mayan Poetry
Hot Write:	Ancient Mayan city travel guide		

NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
Plan • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Develop initial ideas, drawing on reading and research where necessary. • Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. **Draft and write** • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Improve stamina for and accuracy of longer passages of writing. • Use a wide range of devices to build cohesion within and across paragraphs. • Use organisational and presentational devices to structure text and to guide the reader. **Evaluate and edit** • Self and peer assess the effectiveness of written passages. • Edit vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing. • Proof-read for spelling and punctuation errors.	• Relative clauses to add additional information. • Modal verbs to express possibility or necessity. • Choose appropriate synonyms for impact on the reader. • Adverbs to modify a verb. • Creating expanded noun phrases for description. • Understanding perfect form of verbs show completed actions. • Understand how and when to use passive voice in a narrative. • Using a wide range of devices to build cohesion within and across paragraphs including flashbacks.	Consolidate year 5 list. Use of semi-colons to link sentences and ideas. Use colons to add detail or explanation. Using commas to clarify meaning. Using hyphens to avoid ambiguity. Using dashes to separate clauses. Consider how authors develop characters and settings. Identify the purpose and audience of a piece of writing.

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Speaking & Listening	
Speaking & Listening	**Debating**
Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Speak audibly and fluently with an increasing command of Standard English. Gain, maintain and monitor the interest of the listener(s). Select and use appropriate registers for effective communication.	Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Participate in discussions, presentations, performances, role play, improvisations and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Spelling & Phonics		
NC Links	**Knowledge**	**Skills**
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.	• Know words on statutory words list. • Apply strategies for proof reading in smaller chunks (sentences and paragraphs). • Distinguish between homophones and other words which are often confused. • Use dictionaries to check the spelling and meaning of words.	Apply the following spelling rules: • Words ending in 'ant' • Words ending in '-ance • Words ending in '-ancy' • Statutory Year 5/6 spelling words

Handwriting		
NC Links	**Knowledge**	**Skills**
Write legibly, fluently and with increasing speed by: • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter.	Pupils can choose the writing implement that is best suited for a task.	• All letters are of a consistent size. • Handwriting is always joined and legible. • Pupils can write with speed.

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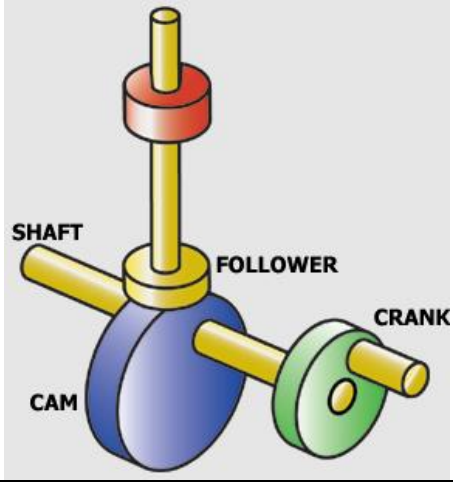
Design & Technology		
NC Links	**Knowledge**	**Skills**
Design • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks 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** • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world.	Generate, as a group, one viable idea after discussion. Cut materials accurately and safely by selecting appropriate tools. Assemble a simple cam mechanism as part of the design. Use tools with some accuracy and finish their automata animal in a design that they have prepared with some assistance. Use design criteria to evaluate what they did well on their product. OL: Can I create automata using cogs to represent a Mayan theme?  	Scientific Enquiry: Can I create automata using cogs to represent a Mayan theme? • Research ideas about different animals to inform my design. • Explain how simple cam mechanisms work. • Select materials according to their functional properties. • Build a framework, accurately using a wider range of tools and equipment. • Evaluate my product. 

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Science			
Enquiry Questions:	Do all metals conduct electricity? Do only metals conduct electricity? Why do some light bulbs get hot when they are switched on?	**Key Vocabulary**:	Battery, cell, component, electrons, filament, fuse, conductor, resistor.

NC Links	Knowledge	Skills
Work scientifically by: Systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit, answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors.	**Focus**: Electricity • Currents only pass around the circuit if it is complete. • Circuit components can be represented using symbols. • Resistors restrict or limit the flow of current in a circuit. Good conductors allow electricity to move more easily. • Different materials have different levels of resistance. OL: Can I draw and read circuit symbols as part of circuits? OL: Can I investigate variations in bulb brightness? **(practical: circuits, bulbs)** OL: Can I explain the difference between a parallel and series circuit? **(practical: circuits, bulbs)** OL: Can I design and build an interactive game using circuit diagrams and components? [2 lessons] **(practical: cardboard, circuits, bulbs/buzzers)** OL: Can I explain how electricity use has changed over time? **(research: computers)**	• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • 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. • Identify scientific evidence that has been used to support or refute ideas or arguments.

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Music	
Termly Focus: Leavers Production	**Key Vocabulary**: Melody, unison, verse, chorus, harmony, rap, pitch, scale, note, thirds, parts, staff, accompaniment, intonation, balance, ensemble, occasion, phrase, range, dynamics.

NC Links	Knowledge	Skills
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. Develop an understanding of the history of music	• Identify lower and upper ranges when singing. • Understand when a piece is being performed in two or three parts (ostinato or accumulative songs). • Know how to sing a variety of genres with awareness of technique, intonation, balance, ensemble, occasion, purpose and in groups of varying size.	• They are able to maintain two or more independent parts within a small group and/or provide a steady accompaniment or extemporised solo • They can perform vocally from staff notation where appropriate • Children copy and perform with a sense of occasion and venue. • Their range is widened to include low G up to E' comfortably and in some cases, G' (Some provision may need to be made for boys' voices at this age) • Experienced singers begin to sing in three parts cumulatively or in two distinct parts • The melodic phrases sung by part 2 can move by sequence or in 3rds with the top part. • The range of material can be widened to include early music, popular (without using the belting chest voice) and jazz

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Computing		
NC Links	**Knowledge**	**Skills**
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 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	**Programming – Repetition in Games** OL: Can I use loops to create shapes? OL: Can I create a game? OL: Can I clearly explain steps within Scratch to achieve a given outcome?	Predict the outcome of a snippet of code. Modify a snippet of code to create a given outcome. Modify loops to produce a given outcome. Choose when to use a count-controlled and an infinite loop. Recognise that some programming languages enable more than one process to be run at once.

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RE			
Termly Focus: Beliefs and Meaning **Religion Focus**: Islam		**Key Question**: Does belief in Akhirah (life after death) help Muslims lead better lives?	
NC Links	**Knowledge**	**Skills**	
To develop understanding of concepts and mastery of skills to make sense of religion and belief. To provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.	Pupils should be taught to: • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and build vocabulary and knowledge. • Articulate and justify answers, arguments and opinions • Give well-structured descriptions and explanations • Participate actively in collaborative conversations • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Explain how knowing that my actions have consequences makes a difference to the choices I make. Describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. Identify why leading a good life might be a good idea and why people think this. Give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. Explain how believing in Akhirah influences Muslims to do their best to lead good lives. Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.	

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PSHE	
Knowledge	**Skills**
Focus: Relationships • Know that it is important to take care of my mental health. • Know how to take care of my mental health. • Understand that there are different stages of grief and that there are different types of loss that cause people to grieve. • Recognise when people are trying to gain power or control. • Judge whether something online is safe and helpful for me. • Use technology positively and safely to communicate with my friends and family.	Understand that people can get problems with their mental health and that it is nothing to be ashamed of. Help myself and others when worried about a mental health problem. Recognise when I am feeling those emotions and have strategies to manage them. Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. Resist pressure to do something online that might hurt myself or others. Take responsibility for my own safety and well-being.

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PE		
NC Links	**Knowledge**	**Skills**
Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination. Improve knowledge of training methods. Select and carry out appropriate warming up and cooling down activities. Recognise how personal health and well- being is promoted through participation in athletic activities. Observe and evaluate a partner's running/ throwing/jumping action.	**Outdoor Focus**: Athletics OL: Can I develop knowledge of and experience interval training? OL: Can I develop knowledge of and experience long slow distance training? OL: Can I develop my throwing technique? OL: Can I develop my jumping technique from a standing start? OL: Can I evaluate team performance during relay races? OL: Can I develop personal performance as an athlete during running, jumping and throwing events?	Use the correct technique for a standing long jump. Use the correct technique for a standing triple jump. Use the correct technique for a javelin throw. Use the correct technique for a discus throw. Develop knowledge of preparing for, participating in, and recovering from a training session to improve athletic fitness. Understand techniques for improved performance during relay races. Compete, measure, record and compare performances in running, jumping and throwing.
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. 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. 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.	**Outdoor Focus**: Cricket OL: Can I throw and catch accurately? OL: Can I use varying techniques to stop a moving ball? OL: Can I use defensive batting techniques to protect stumps? OL: Can I use varying attacking batting techniques to strike a ball in differing directions? OL: Can I apply skills learned to a game of kwik-cricket?	Use a variety of throws accurately at targets. Use different methods of stopping a ball appropriately (e.g. catching, long barrier). Perform a cricket bowl overarm. Understand the roles of different fielding positions (e.g. wicketkeeper, slip, deep fielder). Strike a bowled ball defensively. Strike a bowled ball offensively using different techniques to vary direction. Apply skills to a game of kwik-cricket.