

English

Reading - Key texts: 'Holes' by Louis Sachar; 'The Hero Twins' - an Ancient Maya myth; 'Tales of the Plumed Serpent' by Diana Ferguson.

Developing pleasure and motivation to read. Comprehension skills focusing on Y6 key skills/content domains both during whole class reading and guided group reading.

Speaking and Listening - Participate in presentations, role play and discussions relating to theme work; use spoken language to develop understanding through hypothesising, imagining and exploring ideas.

Writing Composition - Writing for different purposes, developing stamina, editing and checking work throughout.

Narrative writing: composing a myth linked to the Ancient Maya history theme

Explanatory writing: composing an explanatory text showing an understanding of how and why the Maya Ball Game was played

Spelling: Weekly spellings linked to National Curriculum spellings for Year 6.

Grammar: Linked to the National Curriculum requirements for Year 6. Main focus: noun phrases and expanded noun phrases; the past and present perfect verb forms; pronouns and determiners; formal and informal language; synonyms and antonyms; and use of the full range of Year 6 punctuation.

Handwriting: Children join and enhance the fluency and neatness of their writing.

Emphasis on neat presentation and pride in all written work.

Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Key Question: If God is everywhere, why go to a place of worship?

- Which places are special and why?
- What makes some places sacred?
- Why do people pray?
- Should religious buildings be sold to feed the starving?

Religions and Worldviews considered in this unit: Christian, Hindu and Jewish religions

Maths

Measurement: converting units - solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3dp where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit to a larger and vice versa, using decimal notation up to 3dp.

Measurement: perimeter, area and volume - calculate perimeter and area using formulae; recognise that shapes with the same areas can have different perimeters and vice versa; calculate the area of triangles and parallelograms; calculate, estimate and compare volume of cubes and cuboids.

Number: Algebra - express missing number problems algebraically; use simple formulae expressed in words; generate and describe linear number sequences; find pairs of numbers that satisfy number sentences involving two unknowns.

Computing

UKS2 Programming Unit: create a simple game in Scratch

- Use Scratch to design and simple game linked to the Ancient Maya
- Create scripts to control their characters on screen
- Detect errors in programs and debug these in order to improve their game

Science

Broaden scientific understanding of the world through exploration, observation, research and testing in the topic areas of properties and changes of materials

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Demonstrate that dissolving, mixing and changes of state are reversible changes.

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.

Through working scientifically, children will use and develop their practical scientific methods, processes and skills:

Planning different types of scientific enquiries; taking measurements, using a range of scientific equipment, with increasing accuracy and precision; recording data and results; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries in a variety of ways, including conclusions and explanations.

Geography

Extend knowledge of the UK, Europe and the world; location and place knowledge; and significant human and physical features

Locate Mexico and other North American countries. 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). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Music

Exploring traditional Mexican songs and Maya music:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.



Hola Mexico!

Curriculum Plan

Spring 2 2019

Year 6

Mrs McCormack

Super Start:

Mexican food tasting

Fantastic Finish:

Mexican Day

Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity.

Invasion Games - Ball Handling: Basketball

Understand and demonstrate a range of controlled passing and receiving skills; play a range of small-sided games, making effective choices so as to retain possession; focus on specific attacking and defending skills; and understand how to organise their team into different formations to concentrate more in attack or defence.

Dance: The Haka and The Ancient Maya Ball Game

Perform with clear intention, meaning, increased control and fluency; develop motifs and perform with appropriate dynamics; work collaboratively in small and larger groups; value the contributions that dance makes to different cultures; suggest ways of improving performance and composition.

British Values and SMSC

Developing an understanding of fundamental British values

Spiritual: explore chronology and our place in history; understand how people's beliefs have shaped their actions e.g. Maya blood sacrifices.

Moral: explain why they think the choices people made were right or wrong.

Social: express opinions based on historical evidence and respect the opinions of others.

Cultural: find out about historical sites in other countries and find out about ancient civilisations from around the world.

Art

Improving mastery of art and design techniques, including drawing, painting and sculpting with a range of materials

- to develop ideas/inspiration for a Day of the Dead mask design from a range of stimuli
- to sculpt a 3D mask using papier mache
- to paint the finished design, using acrylic paints

Design and Technology

Tasting, evaluating and making a range of Mexican dishes, including those of the Ancient Maya Civilisation

- investigate and analyse a range of existing products
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- select from and use a wider range of tools and equipment to perform practical tasks

PSHE

Our 'Good to be Me' unit focuses on the following:

- Understanding feelings: particularly mixed feelings, and why/how they lead us to behave in the way we do
- Self-awareness: feeling good about myself and taking risks safely
- Managing my feelings: relaxing and coping with anxiety
- Standing up for myself: assertiveness and standing up for my views

French

To learn vocabulary related to household items, animals and colours

History

Develop chronological knowledge noting connections, contrasts and trends over time. Use historical terms, ask valid questions and construct informed responses. Show an understanding of how our knowledge of the past is constructed from a range of sources. Children will study a non-European society.

- Place events, people and changes within a chronological framework.
- Make connections, draw contrasts and identify trends in different periods of history.
- Give reasons for and write explanations of past events using evidence to support.
- Use a wide range of sources to select, organise and present relevant information.
- Describe how different types of evidence tell us different things about the past.
- Acknowledge different points of view and understand how these are important when looking at interpretations of history.