

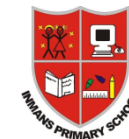
<u>Year group: 6</u>	<u>Term: 6</u>		<u>Enquiry Question: What happened to the Maya?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><u>Art</u></p> <p><u>Maya Masks, Glyphs, and Temples</u></p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - To know about the history of Mayan Stelae - Know how to mould and manipulate materials to create the desired outcome. - To know that clay is affected by environment and temperature - Know how to adapt and evaluate their work and reflect on the finished product <p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - To know five songs from memory, who sang or wrote them, when they were written and why? - To know the style of the songs and to 	<p>Stela Stelae Glyphs Slab Stipple Hatch Words for tools when using clay.</p> <p><u>Reflect, Rewind and Replay</u></p> <p>Early music, Baroque, Classical, Romantic, 20th Century, pulse, rhythm, pitch,</p>	<p><u>Art</u></p> <p><u>Maya Masks, Glyphs, and Temples</u></p> <ul style="list-style-type: none"> - To recreate a design in clay - To work with and shape clay to create slabs - To carve details into clay - To use tools when working with clay - Develop skills in using clay inc. slabs, coils, slips, etc. - Create sculpture and constructions with increasing independence. - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. <p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - To identify and move to the pulse with ease. - To think about the message of songs. - To compare two songs in the same style, talking about what stands out musically in each of them, their

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	<p>name other songs in those styles.</p> <ul style="list-style-type: none"> - To choose three or four other songs and be able to talk about: - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of the songs (intro, verse, chorus etc.) - To name some of the instruments used in the songs - To understand the historical context of the songs. What else was going on at this time, musically and historically? - To know and talk about that fact that we each have a musical identity <p><u>Singing (End of year production)</u> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience</p>	<p>tempo, dynamics, timbre, texture, piano, (quiet), forte (loud), time signatures, staves, treble clef, bass clef, duration, semi breve, quaver</p>	<p>similarities and differences.</p> <ul style="list-style-type: none"> - To listen carefully and respectfully to other people's thoughts about the music. - To use musical vocabulary when talking about music. - To talk about the musical dimensions working together in the songs. - Talk about the music and how it makes you feel, using musical language to describe the music. <p><u>Singing (End of year production)</u></p> <ul style="list-style-type: none"> - To sing in unison and to sing backing vocals. - To demonstrate a good singing posture. - To follow a leader when singing. - To experience rapping and solo singing. - To listen to each other and be aware of how you fit into the group. - To sing with awareness of being 'in tune'.
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<p>Knowledge & understanding of the world</p>	<p><u>History</u></p> <p><u>What happened to the Maya?</u></p> <p>In topic, our children will learn about the Maya and will focus on the following:</p> <ul style="list-style-type: none"> - Know where and when was the Maya civilization. - Understand when and how was the Maya civilization discovered and the consequences of this on the Maya. - Know if this had any impact on archaeology. - What were the main features of Maya civilization? 	<p>Maya Mayan Archaeology Chichen Itza Astronomy Yucatan Pyramid Stelae</p>	<p><u>History</u></p> <p><u>What happened to the Maya?</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Locate Maya culture on a world map, then on a map of Mexico. - Use six figure grid references to locate where the Maya lived. - Compare the chronological narrative of the Maya civilisation to Britain's. - Investigate the journeys of John Lloyd Stephens and Frederick Catherwood, first discoverers of Maya civilisation. - Ask relevant, meaningful questions regarding the human and physical geography of Maya civilisation. - Describe types of settlement and land use. - Understand the key physical, human & environmental aspects of the world region I am studying. - Compare Maya civilization with British civilization at similar times.
<p>SMSC</p>	<p><u>Changing Me</u></p> <p>Children will be taught to identify when change occurs and reflect upon changes, they see in themselves.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> - Understand that everyone is unique 	<p>Self-image Puberty Pregnancy Conception Celebrity Real self Opportunities Freedoms</p>	<p><u>Changing Me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Be aware of my own self-image and how my body image fits into this. - Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.



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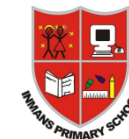
	<p>and special.</p> <ul style="list-style-type: none"> - Express how they feel when change happens. - Understand and respect the changes they see in themselves. - Know who to ask for help if worried about change. - Begin to look forward to changing. - Understand how being physically attracted to someone changes the nature of the relationship. <p><u>French</u> <u>All in a day</u></p> <ul style="list-style-type: none"> - Know how to use the correct pronunciation and intonation when speaking in French. - Know how to say familiar words and phrases. - Know the correct word order when constructing a sentence. 	<p>Responsibilities Respect Trust Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife Independence Grown up Attraction Relationship Friends Journey Worries Anxiety Hopes Excitement]</p> <p>Quelle heure est-il? Du matin De l'après-midi Du soir La première La dernière</p>	<ul style="list-style-type: none"> - Ask the questions I need answered about changes during puberty. - Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. - Identify what I am looking forward to and what worries me about the transition to secondary school. <p><u>French</u> <u>All in a day</u></p> <ul style="list-style-type: none"> - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Use knowledge of word order and sentence construction to increase understanding when reading a text. - Write phrases from memory and adapt these to create
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	<ul style="list-style-type: none"> – Know how to write phrases from memory. – Know how to write sentences to express ideas clearly. 		<p>new sentences to express ideas clearly.</p>
<p>Scientific & technological understanding</p>	<p>Science</p> <ul style="list-style-type: none"> – To know that living things have changed over time – To know how fossils are formed – To know that that fossils provide information about living things that inhabited the Earth millions of years ago – To know that living things produce offspring of the same kind – To know that adaptation may lead to evolution. <p>Design Technology</p> <p><u>Celebrating culture and seasonality (Ingredients for a Soup)</u></p> <p>Design:</p> <ul style="list-style-type: none"> – Apply the principles of a healthy and varied diet – prepare and cook predominantly savoury dishes using a range of cooking techniques – Understand seasonality, and know where and how ingredients are 	<p>Evolution Adaptation Environment Darwin / Darwinism Survival of the fittest Diversity Palaeontologist Dominant Recessive Hereditary Genes / Genetics</p> <p>Finishing Rubbing in Knead Bran Dough Endosperm Germ Yeast Unleavened Bread</p>	<p>Science</p> <ul style="list-style-type: none"> – To explain how fossils are formed – To find information based on observation of fossils or images of fossils – To identify characteristics of plants and animals – To identify how animals and plants are adapted to suit their environment in different ways <p>Design Technology</p> <p><u>Celebrating culture and seasonality (Ingredients for a Soup)</u></p> <p>Design:</p> <ul style="list-style-type: none"> – Generate ideas through brainstorming and identify a purpose for their product – Draw up a specification for their design – Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail



	<p>grown, reared, caught and processed</p> <p>Make:</p> <ul style="list-style-type: none"> - Know how to use utensils and equipment including heat sources to prepare and cook food - Understand about how seasonality in relation to food products and the source of different food products <p>Evaluate:</p> <ul style="list-style-type: none"> - Know how to carry out sensory evaluations of a range of relevant products and ingredients - Know how to record evaluations using tables, graphs and charts. 		<p>Make:</p> <ul style="list-style-type: none"> - Select appropriate materials, tools and techniques - Measure and mark out accurately - Use skills in using different tools and equipment safely and accurately - Weigh and measure accurately (time, dry ingredients, liquids) - Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i> <p>Evaluate:</p> <ul style="list-style-type: none"> - Carry out sensory evaluations of a range of relevant products and ingredients - Record the evaluations using tables, graphs, charts such as star diagrams. - Evaluate the final product with reference back to the design brief and design specification.
<p>Physical development</p>	<p><u>Physical Development</u></p> <p><u>Young Olympians (Unit 6.6)</u></p> <ul style="list-style-type: none"> - Investigate a range of running styles and changes of speed - Learn the pull technique for throwing - Explore different footwork patterns - Understand which technique is most effective when jumping for distance 	<p><u>Young Olympians (Unit 6.6)</u></p> <p>Sprint start Standing start Javelin Position Target Technique Relay Position Pace Handover</p>	<p><u>Physical Development</u></p> <p><u>Young Olympians (Unit 6.6)</u></p> <ul style="list-style-type: none"> - Run efficiently for speed - Demonstrate good arm and leg technique - Practise throwing with power and accuracy - Throw and retrieve implements safely - Describe the effect of different throwing positions - Demonstrate a good running technique in a competitive situation - Sprint a short distance as part as a team



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	<p><u>Fitness Frenzy (Unit 6.6)</u></p> <ul style="list-style-type: none">- Understand boxercise moves and how they can be linked together to make a routine- Understand the value of aerobic exercise- Learn how to evaluate others' creations	<p>Take off Landing Extend Bend Distance Control</p> <p><u>Fitness Frenzy (Unit 6.6)</u> Circuit Heart rate Burpee Spotty dogs Plank Aerobic warm-up Jab Cross Jab Duck and dodge Sidekick Fronk kick Turn Punch Upper cut Hook Combination Repetition Fitness programme Sequence Fluency Core</p>	<p><u>Fitness Frenzy (Unit 6.6)</u></p> <ul style="list-style-type: none">- Perform and devise a sequence of movements to music- Devise a sequence of step-based activities to music- Plan a personal programme- Perform others' sequences with control and balance- Perform sequences of strength and balance
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<u>Guided Reading and other linked texts</u>	<u>Previous Learning Links</u>	Adaptations for SEND	Key questions
	Exploration of the tools and technology the Mayans accessed and made comparisons against British and European cultures within the same time period.	Chunking of the text Visual stimuli Word mats	What are the similarities and differences between the Maya and how we live today? What were the main features of Maya civilization?