

Marvellous Mayans

Class texts: Rain Player The Great Kapok Tree Middleworld
 Visual text: Dia de los Muerotz (The Day of the Dead) see Literacy Shed other cultures

Killer Questions:

- How accurate are historians ideas about the Maya civilisation?
- How did the biome in which the Mayans lived compare to that in Britain?
- What have we learnt about the Mayan's through their artwork?
 - What is the Mayan's legacy?

Curriculum focus: Art and History

Hook: Visit Art Gallery or artist workshop

ScienceAutumn 1**Evolution and Inheritance**

S3.1q To describe how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

S3.1r To demonstrate understanding that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

S3.1s Understand that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when breeds are mixed.

S3.1t Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

S3.1u To observe and raise questions about local animals and how they are adapted to their environment

S3.1v To understand that variation in offspring over time can make animals more or less able to survive in particular environments

S3.1w Analyse the advantages and disadvantages of specific adaptations e.g. - being on 2 feet not 4, having gills or lungs

Writing Link – biography DarwinAutumn 2**Circulatory System**

S3.1h Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

S3.1i Explain scientifically, the impact of diet, exercise, drugs and lifestyle on the way their bodies function

S3.1j Describe the ways in which nutrients and water are transported within animals, including humans

Writing Link – explanation How the heart works

Working scientifically

S3.1a Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

S3.1b Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

S3.1c Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

S3.1d Use test results to make predictions to set up further comparative and fair tests

S3.1e 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

S3.1f Identify scientific evidence that has been used to support or refute ideas or arguments.

Geography

G3.1 a Locate the world's countries, using maps to focus on Europe (Inc. Russia) and North and South America, concentrating on their environmental regions

G3.1b Name and locate countries and cities of the UK, geographical regions G3.1b

G3.2a **Compare and contrast** geographical regions of the UK, a region of a European country and a region in North or South America

G3.2 c Describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

G3.3a Compare and contrast geographical regions of the UK, a region of a European country and a region in North or South America

G3.3c Describe and understand key aspects of: human geography, including: types of settlement and land use, **economic activity including trade links**, and the distribution of natural resources including energy, food, minerals and water

Diversity links:

When studying Mayan History or looking at North and South America, connect to the music and dance of the Mayan people by appreciating and understanding music drawn from Mexican traditions, and discussing beat, rhythm and tempo.

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| | <p>-A YouTube video of Mariachi music: https://www.youtube.com/watch?v=-5q8T5b5GYQ&feature=youtu.be&t=36</p> <p>-Folk dancing at the Guelaguetza Festival: https://www.youtube.com/watch?v=Xjhu65drsoE</p> <p>Mixtec dance, Guelaguetza Oaxaca: https://www.youtube.com/watch?v=W3-jtiaYQc0</p> |
| History | <p>H3.1b Demonstrate knowledge of key events in times studied, sequencing these correctly</p> <p>H3.1d Select and synthesise key information to present findings on a time period.</p> <p>H3.2a Use a variety of sources to check for accuracy when building a picture of the past</p> <p>H3.2C Compare the value of specific primary and secondary sources when looking at a time period</p> <p>H3.2d Gather from sources how conclusions were arrived</p> <p>H3.2e Investigate the cause and effect of certain events</p> |
| Art → paint | <p>Year Group Artist: Jackson Pollock</p> <p>A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists work</p> <p>A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work.</p> <p>A3.3a Know which secondary colours mix to make tertiary colours and use this successfully.</p> <p>A3.3b Use their knowledge of different types of paint to choose the most suitable.</p> <p>A3.3c Choose appropriate brushes and tools to apply paint for a desired effect.</p> <p>A3.3d Explore more complex pattern and techniques to create designs for painting or printing</p> <p>A3.3e Confidently print on paper and fabric using a range of techniques for layering image</p> <p>A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future.</p> <p>A3.5b Describe techniques used, evaluating how they could be performed more effectively.</p> |
| Sculpture | <p>Autumn 2 linked to Science (make model of heart)</p> <p>A3.4a Plan and make sculptures using a range of natural and manmade resources with increasing accuracy and success in joining together materials.</p> <p>A3.4b Explore more complex patterns and shape using a variety of materials</p> <p>A3.4c Increase proficiency in a range of tools and techniques for sculpting</p> <p>Diversity links: Explore Mexican artists such as Frida Kahlo https://kids.kiddle.co/Frida_Kahlo and Day of the Dead folk art: https://www.mexican-folk-art-guide.com/day-of-the-dead-art.html#.YOyYS-hKjIU Contrast Mexican folk art with white artist David Lozeau's work https://www.davidlozeau.com/ David Lozeau interview/comment about being a white artist creating Day of the Dead artwork: http://submergemag.com/tag/interview-with-artist-david-lozeau/</p> |
| Computing | |
| Music | <p>Natural Instruments: Conches and other natural trumpets, Flutes, Maracas, Tortoiseshell drums, Whistles. Guatemalan Music traditions, Mexican traditional music.</p> <p>https://www.allaroundthisworld.com/learn/latin-america/kinds-of-latin-music/mayan-music/#.YN8CtuhKhPZ</p> <p>-Mariachi music: https://www.youtube.com/watch?v=-5q8T5b5GYQ&feature=youtu.be&t=36</p> <p>-Folk dancing at the Guelaguetza Festival: https://www.youtube.com/watch?v=Xjhu65drsoE</p> <p>Mixtec dance, Guelaguetza Oaxaca: https://www.youtube.com/watch?v=W3-jtiaYQc0</p> <p>M3.1a, 3.2b, 3.2e, 3.3c, 3.3e, 3.3f, 3.4a, 3.4b, 3.4d, 3.5b</p> |
| PE | <p>Aut 1 Dance/Swimming</p> <p>P3.1a Link techniques and Ideas and apply this accurately and appropriately.</p> <p>P3.1b Combined techniques and ideas, showing precision, control and fluency.</p> <p>P3.2f Perform to an audience with accuracy.</p> <p>P3.4a Explain how their body reacts during different types of exercise.</p> <p>P3.4b Warm up and cool down in ways that suits the activity.</p> <p>P3.4c Explain why regular, safe exercise is good for their fitness and health.</p> <p>Aut 2 Dance/Swimming</p> <p>P3.3a Can compare and comment on techniques and ideas used in own and others work.</p> <p>P3.3b Modify and refine actions and techniques to improve their performance.</p> <p>P3.3b Modify and refine actions and techniques to improve their performance.</p> <p>P3.4a Explain how their body reacts during different types of exercise.</p> <p>P3.4b Warm up and cool down in ways that suits the activity.</p> <p>P3.4c Explain why regular, safe exercise is good for their fitness and health.</p> <p>P1.5a Swim competently, confident and proficiently over a distance of at least 25 metres.</p> <p>P1.5b Use a range of strokes effectively, for example: Front crawl, back stroke and breast stroke.</p> |
| PSHE/RHE | <p>PSHE B3.6 I can explore emotions that are multifaceted with intention and outcome</p> <p>PSHE B3.7 I can identify when emotions are expressed in healthy and unhealthy ways</p> |

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| | <p>PSHE B3.9 I can discuss how cyber bullying (and other forms of bullying) has a negative and often long lasting effect on wellbeing</p> <p>PSHE B3.10 I can explain why regular, safe exercise is good for fitness and health, and risks associated with an inactive lifestyle</p> <p>PSHE B3.11 I can discuss why certain foods are unhealthy due to their calories and other nutritional information such as fat, sugars and salt</p> <p>PSHE B3.12 I can identify the risks associated with an unhealthy eating and other behaviours</p> <p>PSHE B3.15 I recognise how viruses, bacteria and germs can be spread amongst people and why vaccination is important</p> |
| French | <p>Language angels unit/s - Core Vocabulary</p> <ul style="list-style-type: none"> • Listen to model role-plays and infer meaning. Numbers listening exercise. • Say colours and numbers 1-10 to develop pronunciation and intonation • Role play on saying how you are and what your name is to present ideas and information orally. <p>Match colours to written form. Read and match the written form of numbers to digits develop vocabulary</p> <p>Listening 1 Speaking 4, 5, 6 Reading 9</p> |
| RE | <p>AUT 1 - Why do Hindus want to be good?</p> <p>AUT 2 - Christians and how to live: What would Jesus do?</p> |

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| Year 6 Curriculum overview: Spring term | |
| Can we create an iBook to share with a partner school? | |
| Class texts: Friend or Foe /Goodnight Mister Tom/ Rose Blanch | |
| Killer Questions: | |
| Curriculum focus: | Computing and History WW2 and Battle of Britain |
| Hook: | |
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| Science | <p><u>Spring 1</u> Electricity S3.2q Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. S3.2r Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. S3.2s Construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors S3.2t To identify whether a circuit would work or not by giving an explanation using scientific vocabulary. S3.2u systematically identify the effect of changing one component at a time in a circuit S3.2v Use recognised scientific symbols when representing a simple circuit in a diagram, labelled accordingly.</p> <p><u>Working scientifically</u> S3.1a Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary S3.1b Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate S3.1c Record data and results of increasing complexity using scientific diagrams and labels S3.1d Use test results to make predictions to set up further comparative and fair tests S3.1e 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</p> <p>Writing Link – Scientific write up</p> |
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| Geography | |
| History | <p>H3.1b Demonstrate knowledge of key events in times studied, sequencing these correctly H3.1d Select and synthesise key information to present findings on a time period. H3.2a Use a variety of sources to check for accuracy when building a picture of the past H3.2a Use a variety of sources to check for accuracy when building a picture of the past H3.2b Identify the difference between primary and secondary sources H3.2c Compare the value of specific primary and secondary sources when looking at a time period H3.2d Gather from sources how conclusions were arrived H3.2e Investigate the cause and effect of certain events</p> <p><u>Diversity links:</u> -Acknowledge the contribution of significant BAME individuals, and those from other countries who fought as part of the war. https://blackpresence.co.uk/category/black-history/black-soldiers-black-history/ https://www.bbc.co.uk/news/uk-32703753 https://www.thehistorypress.co.uk/articles/10-things-you-didn-t-know-about-britain-s-black-community-during-the-world-wars/ https://foreignpolicy.com/2019/02/23/britains-abandoned-black-soldiers/</p> <p>-Outline how black soldiers were paid according to their ethnicity and received a third of the pay of their white counterparts.</p> <p>-There are also thematic links in regard to war and race – especially lined to Hitler’s Anti-Semitism and preference of the Aryan race.</p> <p>-Following from the period of Wars, the Windrush generation could also be studied: Post WW1 there were race riots in certain cities in Britain related to black families coming into Britain: https://www.blackpast.org/global-african-history/events-global-african-history/britain-s-1919-race-riots/</p> |

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| <p>Art → sketch book skills</p> | <p>Year Group Artist: Jackson Pollock</p> <p>A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists' work A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work. A3.2a Know about and use a range of tools and media to create drawings utilising line and shade with increasing control A3.2b Draw with increasing accuracy, including some knowledge of perspective and proportion A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future. A3.5b Describe techniques used, evaluating how they could be performed more effectively.</p> <p>Diversity links: Compare/contrast Jackson Pollock (Y6 focus artist) with black abstract expressionism artists: https://www.artsy.net/article/artsy-editorial-black-abstract-artists-finally-recognized-art-market</p> |
| <p>Computing</p> | |
| <p>Music</p> | <p>Entertaining the Forces, soldier songs, popular classical music in 1930's-40's. Female artists and the travelling variety shows for the soldiers away from home. https://www.classical-music.com/features/works/world-war-ii-most-popular-songs/ M3.1a, 3.1b, 3.2d, 3.3a, 3.3e, 3.4a, 3.4d, 3.4f, 3.5b</p> |
| <p>PE</p> | <p>Spring 1- Hand and foot P3.2e Follow a route using compass directions. P3.3c Set own goals and targets P3.4a Explain how their body reacts during different types of exercise. P3.4b Warm up and cool down in ways that suits the activity. P3.4c Explain why regular, safe exercise is good for their fitness and health.</p> <p>Spring 2 Strike and field P3.2b Draw on what they know about strategy, tactics and composition when performing. P3.2c Plan tactics and how to carry them out in a competitive game situation. P3.2d Apply basic principles suitable for attacking and defending</p> |
| <p>PSHE/RHE</p> | <p>PSHE A3.13 I know the importance of persevering when communicating concerns to appropriate adults about concerns, and that it's not always right to keep secrets PSHE A3.14 I understand that there are boundaries of appropriateness in friendships with peers and others including online PSHE A3.5 I can discuss how friendships can be strengthened or conflict worked through but can recognise when violence or other behaviours should be reported PSHE A3.8 I recognise that we should respect everyone and how to improve a relationship by being more respectful PSHE B3.4 I can discuss when emotions relate to real life situations PSHE B3.5 I can practice short self-care techniques (e.g. mindfulness, importance of rest, time spent with friends and family, benefits of hobbies and interests) PSHE B3.8 I can recognise that things I share online leave a digital footprint</p> <p>Diversity links: Antiracism is an important aspect to teach our children, helping them with knowing how to deal with issues of racism. The below resources may aid with teaching this matter: https://www.nspcc.org.uk/globalassets/documents/race-and-racism/unicef-anti-racism-resource-pack.pdf</p> |
| <p>RE</p> | <p>SPR 1 - What can we learn from religion about temptation? (Christianity, Islam) SPR 2 - For Christians, what kind of king was Jesus?</p> |
| <p>French</p> | <p>Language angels unit/s - Animals and Instruments</p> <ul style="list-style-type: none"> ● Be able to Say "I play..." plus an instrument in French ● Be able to say "I am..." plus an animal in French ● Listen attentively to match sound to animal/instrument picture / word / phrase. ● Read carefully to match word to animal/instrument picture / word / phrase in English. – broaden vocabulary and show comprehension in French. ● Introduction of gender via the indefinite article and first person singular of the verb 'to be'. <p>Definite article / quantitative article. First person singular of verb 'to play' (an instrument).</p> <p>Listening 1 Speaking 3 Reading 9 Grammar 12</p> |

| Year 6 Curriculum overview: Summer term | |
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| Moving On | |
| Class texts: | |
| Killer Questions: | |
| Curriculum focus: | Transition/ PSHE/DT |
| Hook: | |
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| Science | <p><u>Summer 1</u> Light S3.2l Recognise that light appears to travel in straight lines and explain how to make light change direction using scientific vocabulary. S3.2m Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. S3.2n Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. S3.2o Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. S3.2p Investigate the relationship between light sources, objects and shadows</p> <p><u>Summer 2</u> Living things and their habitats S3.1k Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. S3.1l I Can discuss how the classification system has developed over time. S3.1m Understand that broad groupings, such as micro-organisms, plants and animals can be subdivided. S3.1n Classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). S3.1o Give reasons for classifying plants and animals based on common observable characteristics. S3.1p To use classification systems and keys to classify a range plants and animals based on specific characteristics.</p> <p><u>Working scientifically</u> S3.1a Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary S3.1b Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate S3.1c Record data and results of increasing complexity using scientific diagrams and labels S3.1d Use test results to make predictions to set up further comparative and fair tests S3.1e 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</p> <p>Writing Link – Scientific write up</p> |
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| Geography | |
| History | |
| DT | <p>D3.3a Use skills in different tools and equipment safely and accurately D3.3b Undertake joins that allow a finished product to be of good quality D3.3c Accurately use measurements when creating joins D3.4a Explain how key design events have had effective impact in the world and met their design purpose D3.4b Evaluate my production against the original idea, purpose and alterations needed D3.4c Explain why plans may have had to be refined in the process</p> <p><u>Diversity links:</u> -Explore how different products have helped make a difference to the world https://www.theguardian.com/sustainable-business/cheaper-lighting-developing-world-design https://inhabitat.com/6-water-purifying-devices-for-clean-drinking-water-in-the-developing-world/ https://www.youtube.com/watch?v=crjU5hu2fag</p> <p>- There is an opportunity in DT and History to look at inventions and inventors through history undertaken by black people. https://thinkgrowth.org/14-black-inventors-you-probably-didnt-know-about-3c0702cc63d2</p> <p>-Think about the following questions: Who is the product for? Who does it help? Does this represent a diverse range of individuals and people in society?</p> |

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| | <p>With a more global outlook in mind, it is also important to example design products that help different people and places (rather than only modelling more contemporary or luxury items such as phones and computers) – including things like the invention of the wheelchair to help with inclusion of disabilities, or products that have solved major problems in parts of the world such as irrigation systems.</p> |
| Art | <p>Year Group Artist: Jackson Pollock</p> <p>A3.1a Make thoughtful observations, compare ideas, methods and approaches in their own and selected artists' work. A3.1b Know about and draw inspiration from a range of artists and cultures to influence their own work. A3.4b Explore more complex patterns and shape using a variety of materials. A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future. A3.5b Describe techniques used, evaluating how they could be performed more effectively.</p> <p>Diversity links: Discuss/link artwork and its value to race, class and wealth. Compare/contrast between street art and high-end art. Who is the artwork for? What culture does it represent? What is its value? Who decides? Why?</p> |
| Computing | |
| Music | <p>Songs of friendship, legacy of popular artists and groups. How has music changed throughout the 20th century and throughout the 2020s? Why do some artists endure and others are forgotten? How can we write a memorable song for the next generation to sing? M3.1a, 3.1b, 3.2a, 3.2b, 3.2d, 3.2e, 3.4a, 3.4b, 3.4d, 3.4e, 3.5a</p> |
| PE | <p>Summer 1- Net and Wall P3.2b Draw on what they know about strategy, tactics and composition when performing. P3.4a Explain how their body reacts during different types of exercise. P3.4b Warm up and cool down in ways that suits the activity. P3.4c Explain why regular, safe exercise is good for their fitness and health.</p> <p>Summer 2 Athletics P3.1a Link techniques and Ideas and apply this accurately and appropriately. P3.1b Combined techniques and ideas, showing precision, control and fluency. P3.4a Explain how their body reacts during different types of exercise. P3.4b Warm up and cool down in ways that suits the activity. P3.4c Explain why regular, safe exercise is good for their fitness and health.</p> |
| PSHE/RHE | <p>PSHE B3.13 I can explain how legal and illegal harmful substances can affect humans and their associated risks PSHE B3.14 I can identify who to access support from if me or someone I know has issues with drugs PSHE B3.17 I know how to administer basic first aid including common injuries or head injuries PSHE C3.11 I can discuss financial terms such as loan, interest, tax and discount PSHE C3.12 I can celebrate differences between my uniqueness and others PSHE C3.13 I can use the words 'discrimination' and 'stereotype' when discussing scenarios about people and life</p> <p>Diversity links: -The Equality and Human Rights Commission have created a film called 'Pass it on', which is a film created with and for pupils regarding not limiting their possibilities, and also connects to stereotypes in careers. They have also developed a series of lessons around identify and how this relates to aspirations for future careers: https://youtu.be/G7l6crlMOrw https://www.equalityhumanrights.com/en/lesson-activity-ideas</p> |
| French | <p>Language angels unit/s - Little Red Riding Hood and I can...</p> <ul style="list-style-type: none"> ● Listen attentively to a story in and understand meaning match what they hear to pictures. ● Listen to match sound to picture / word / phrase. ● Say words / parts of the story or retell and appreciate a story in French ● Say with correct pronunciation and intonation "I am able to.." / "I can...". ● Read carefully and show broader vocabulary to match key verb to picture / word / phrase in English. ● Read the story and understand meaning to match picture, word and phrase cards. ● Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only <p>Definite articles with parts of the body</p> <p>Listening 1,2 Speaking 3, 4, 5, 6 Reading 7, 8, 9 Grammar 12</p> |
| RE | <p>SUM 1 - An enquiry into visiting places of worship. SUM 2 - What impact do people's beliefs have in their lives? (transition unit)</p> |