



Breadth:

As Writers:

Texts : Rain player by David Wisniewski, The Chocolate Tree by Linda Lowery and Richard Keep.

Non-fiction: texts about The Maya inc History in infographics - The Maya,

- Use the techniques that authors use to create characters, settings and plots.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue.
- Choose the appropriate form of writing using the main features identified in reading.
- Choose effective grammar and punctuation.
- Ensure correct use of tenses throughout a piece of writing.
- Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active and passive voice, a clear subject and object, hyphens, colons and semi colons and bullet points.

As readers:

Text: On the Origin of Species

- Read age appropriate books with confidence and fluency (including whole novels).
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Retrieve and record information from non-fiction.
- Participate in discussion about books, taking turns and listening and responding to what others say.

As Mathematicians:

Focus on all times tables and fluency of these facts.

Plus:

Number

- Introduction to long division (inc remainders)
- Solve problems
- Order of operations

Fractions

- Equivalent fractions and simplifying
- Comparing and ordering - denominators and numerators
- Add and subtract fractions
- Add and subtract mixed numbers
- Multistep problems with fractions
- Multiply fractions by integers and fractions
- Divide fractions by integers and fractions
- Find a fraction of an amount

As scientists:

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.

Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

<p>As historians: Focus on The Ancient Maya: Who were the Ancient Maya? When did they exist? Where in the world did they exist? What beliefs did they have? How were their lives different to our today?</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate. 	<p>As Geographers: Where in the world The Ancient Maya existed</p> <ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Name and locate the countries within North and South America and identify their main physical and human characteristics. • Be able to locate the Yucatán Peninsula. 	<p>As Artists:</p> <ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Combine visual and tactile qualities. • Sketch (lightly) before painting to combine line and colour. • Create colour palette based upon colours observed • Create original pieces that show a range of influences and styles. <p>Artists: Ancient Maya masks</p>	<p>Being physically active: Invasion games e.g. Pok-A-Tok,</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations and defend and attack tactically <p>Dance (rock and roll)</p> <ul style="list-style-type: none"> • Plan to perform with high energy and maintain this throughout a piece. • Perform and create complex sequences. • Follow instructions in order to learn dance movements.
	<p>As computer Experts: 3D Modelling- Tinkercad</p> <ul style="list-style-type: none"> • Recognise you can work in three dimension on a computer • Identify that digital 3D objects can be modified • Recognise that objects can be combined in a 3D model • Create a 3D model for a given purpose • Plan and create my own 3D model 	<p>As Designers: Cam movements</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting). • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. 	<p>As citizens (PSHCE): Jigsaw Puzzle 2- Celebrating Difference</p> <ul style="list-style-type: none"> • Understand there are different perceptions about what normal means • Be able to empathise with people who are different • Understand that everyone has the right to be who they are • Explain some of the ways in which one person or a group can have power over another • Know some of the reasons why people use bullying behaviours • Explain a range of strategies for managing my feelings in bullying situation • Give examples of people with disabilities who lead amazing lives • Appreciate people for who they are • Explain ways in which difference can be a source of conflict and a cause for celebration
	<p>Religious Education: Enquiry: What is the best way for a Muslim to show commitment to God? Religion: Islam I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. Enquiry: Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?</p>	<p>As musicians:</p> <ul style="list-style-type: none"> • Engage in discussion about the sounds of an orchestral piece. • Have a selection of varied vocabulary in response to what they hear. • Change dynamics and pitch, differentiating between the two. • Take the role of conductor or follow a conductor. • Create a graphic score to represent sounds. • Follow the conductor to show changes in pitch, dynamics and texture. 	

Key vocabulary for the term: Ancient Maya, abandoned, overpopulated, uninhabitable, traditions, irrigation, terracing, Central America, native, civilisation, mathematicians, astronomers, architects, climate, temples, pyramids, Pok-A-Tok, agriculture, expansion, yields, sacrifice, ceremony, independent city states, rainforest, Ajaw (Maya king), crop rotation, anthropologists, innovations, codices, conquistadors, inherit, adaptations, epiphytes, fossil, Mary Anning, palaeontologist, ichthyosaurus, Charles Darwin, evolved, natural selection, ancestor, Homo sapiens.

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<ul style="list-style-type: none"> • Where in the world did the Ancient Maya people live? • When did the Ancient May people live? • What else was happening in the world during the time of the Ancient Maya? • What is it like now where the Ancient Maya people lived? • What did the people of the Ancient Maya believe? • How did the Ancient Maya people farm? • How have people evolved? • How do species adapt based on their environments and surroundings? • Which features have I inherited from my parents? 	<ul style="list-style-type: none"> • Know where the Ancient Maya lived • Know when the Ancient Maya lived • Know how the Ancient Maya farmed and why they did it in this way • Know how the beliefs of the Ancient May affected how they lived their lives • Understand the impact of the Ancient Maya to that region of the world today • Reply to letters to children in Canada (pen pal project) - finding out about life for them in another country. • Understand how we believe people and animals have evolved • Understand why different animals live in different parts of the world 	<ul style="list-style-type: none"> • To know about different parts of our world and be inspired to find out more about them. • To know that there are many different countries in our world which we might like to visit one day. • Know that some people have jobs where they investigate the past

Home learning:	<p>Year 6 homework for this term will be the following:</p> <ul style="list-style-type: none"> • Spellings: Weekly logging into Spelling Shed to practise the weekly spellings - 5 games to unlock other games • Maths: SATs buster booklet. 1 section to be completed weekly. This should be brought into school on Tuesday each week to go through in class. • SPAG: SATs buster booklet. 1 section to be completed weekly. This should be brought into school on Tuesday each week to go through in class. • Reading- recorded into the reading diary to be entered into the reader's raffle on a Tuesday. Minimum 4 home reads per week (1 raffle ticket for 4 reads, 2 raffle tickets for 5 or more reads). • At least two items to be chosen from the homework menu across the term- to be handed in by Wednesday 13th December.
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