



Year 6 – Summer Term. The Mighty Maya

Big Question- Are there lessons we can learn from the past?



ENGLISH (writing)

Year 6 will begin by exploring the characters in ‘Wonder.’ We will produce an additional chapter to the book from another viewpoint (**#perspectives**) (narrative). We will then begin to explore non-chronological reports about the different aspects of Mayan life/animals from Central America (non-fiction recount). Using their geographical research to help them, the children will create poems on the theme of the rainforest.

After half term we will explore letter writing (recount) as we write to inform others about ourselves and our achievements whilst at Millbrook (**#justify**). At the end of this term, Y6 will also embark on transition work for their secondary schools.

MATHS

The children will consolidate their understanding of operational maths and their use of place value. We will look at angles within aspects of geometry (**#making connections**). We will explore 2d and 3d shape and apply in more reasoning and problem-solving contexts. Fractions, decimals, percentages and measures will be revisited and consolidated. The use of statistics will be explored.

Reasoning and problem solving skills will run throughout our work.

HISTORY

During this term, we will learn about the Mayan civilisation. When looking at the sources of evidence we will discuss how historians piece information together to arrive at conclusions and whether the conclusions are actually facts or merely opinions. A timeline will be used to help us to understand the achievements of the Maya in a historical and world context. (**#making connections**). We will consider the beliefs, behaviour and characteristics of the Mayans, and compare them with the beliefs of the Ancient Egyptians, a contemporary society thousands of miles away.

‘Now Press Play’ will look at The Maya **#creative expression**
#explore #shareastory

ENGLISH (reading)

The children will read a range of non-fiction pieces in their quest to research and present their findings on a range of aspects of Mayan life. They will secure their use of skimming, scanning and text marking so that research is fast and effective.

Class readers for the term will be the completion of Wonder followed by ‘There’s a Boy in the Girls’ Bathroom’ which will extend their use of Point, Evidence and Explanation techniques and aid their understanding of transition. (**#share a story**).

SCIENCE

Biology: We will start the term with Living things in their habitats where we describe how living things are classified into broad groups. We will give reasons for these classifications and present our research about one of the Kingdoms of Carl Linneaus (**#explore /creative expression**).

After half term, we will then move onto Animals including humans where we explore the circulatory system (heart, blood and blood vessels). We will look at the impact of diet, exercise, drugs and lifestyle on our bodies. The children will explore the way in which water and nutrients are transported within animals including humans.

GEOGRAPHY

We will briefly revise the continents and locate the Mayan civilisation on a map. We will look at the distribution of natural resources will help us to understand the location of Mayan settlements. (**#Making Connections**). A comparison of Chiapas and Lancashire will look at different geographical features and we will compare and contrast the paths of two rivers - the Rio Grande and the River Douglas.

To finish the term, we will explore 6 -figure grid references in a practical way in the local area of Elnup Woods and the school grounds.

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative Expression

Enterprise

Justify



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PSHE

Every term we will discuss how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.

HEALTHY BODY: We will identify ways of including regular exercise in daily and weekly routines e.g. walking or cycling to school, daily mile etc. We will also learn what information the nutritional labels on food provide and how these can inform good dietary choices.

Aspirations for the future – explore skills and qualities and careers for the future (#resilience).

GROWING BODY and RSE: We will describe physical and emotional changes young people experience during puberty.

First Aid : Y6 will explore the aspect of choking

(#Creative expression)ART

Painting: identify tints and tone in colour. Work with primary, secondary and complimentary colours.

Drawing: Children to use perspective and depth and draw for more sustained periods of time from different angles. Make informed choices about materials to create their own artwork inspired by the floral nature of the work of American artist Georgia O’Keefe.

Digital Media: record, store and import an image into a graphics package and apply a range of effects. Create layered images.

COMPUTING

Every term we will continue to discuss the significance of e-safety and the extended knowledge and skill required to access the computing curriculum.

DIGITAL LITERACY: Create the audio and visual elements for a multimedia presentation. Use different image creation and editing tools and explain choices (#justify).

COMPUTER SCIENCE: Write algorithms and programs confidently using events, repeats, selection and variables. Use a range of programming software.

DIGITAL CITIZENSHIP: Explore the effectiveness of passwords. Discuss why some online some social media, online gaming and computer games are age restricted and the positive and negative implications of online identities (investigate).

MUSIC

The children will explore the structure of songs using digital media to create backing tracks #Creative Expression #explore

RE

LIFE AFTER DEATH: After learning about the Mayans beliefs about life after death, we will discuss the beliefs of a range of faiths in the UK today (making connections/perspectives).

WHO HAS MADE A DIFFERENCE BECAUSE OF THEIR BELIEFS? : Whilst considering this question and those people who have made a difference we will explore and suggest reasons for our own and other people’s views, including religious ideas about human identity and experience.

DESIGN

COOKING AND NUTRITION: We will learn about the food that the Maya ate and use this as the inspiration for our Mexican meal, incorporating both savoury and sweet food. Children will explore how food is either grown, reared or caught. They will also learn how food is processed into ingredients and know that different foods contain different substances that can be used by the body eg. fibre.

PE

Athletics: Investigate running styles and changes of speed. Throw safely and accurately. Understand which technique is most effective when jumping for distance. Utilise all the skills learned in athletics in a competitive situation

Cricket: Throw, catch, bowl and field competently following the rules.

Outdoor and adventurous activities.

SPANISH

We will understand increasing longer sections of the Spanish language, both when listening to others speak and when reading a text. Whilst speaking, we will initiate and sustain conversations on familiar subjects, we will also speak to an audience, consistently using the correct pronunciation and intonation.

When writing we will write sentences, and extended texts, using the correct word and sentence grammatical structure.

ENHANCEMENT & CELEBRATION

Children will visit London by train to watch a musical and visit The Natural History Museum #making connections

The children will explore water-based outdoor and adventurous activities at a local activity site. #resilience

Bikeability #resilience

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Share a Story

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