



**Year Group: 6**

**Term: Spring 2019**

### School Theme

Explore - Humanities

### Essential Question

What makes a home?

### Authentic Outcome

'Team work' Artwork

### Trips, Experiences & Making Community Links

Past Productions Mayan Workshop  
High School DT – plaque for artwork.  
'Team task' for parents and pupils to work towards final outcome.

### Mini Outcomes

Meet with parents/carers to pitch 'team task' and explain artwork outcome.  
How can we build a civilization – food/shelter focus (Outdoor Learning).  
Produce a chocolate flavour (link to Mayans).

### RE Curriculum Topics & Additional Links

Sources

Unity – friendship/togetherness/team work/unity as a school community and as families.  
Death & New Life

### Technology

Twitter for 'team task' – online safety focus.  
Class VR – The Mayan's Temple.

### Immersive Environment

Natural coloured materials  
Bamboo border  
Tipi/cave shelter

## Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	RE	Other Subjects
<ul style="list-style-type: none"> <li>- use negative numbers in context, and calculate intervals across zero</li> <li>- describe positions on the full coordinate grid (all four quadrants)</li> <li>- enumerate possibilities of combinations of two variables</li> <li>- draw 2-D shapes using given dimensions and angles</li> <li>- draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> <li>- recognise, describe and build simple 3-D shapes, including making nets</li> <li>- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>- solve number and practical problems that involve all of the above</li> <li>- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>1\ 4 \times 1\ 2 = 1\ 8</math> ]</li> <li>- divide proper fractions by whole numbers [for example, <math>1\ 3 \div 2 = 1\ 6</math> ]</li> <li>- recall and use equivalences between simple fractions and decimals, including in different contexts</li> <li>- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> <li>- convert between miles and kilometres</li> <li>- recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>- recognise when it is possible to use formulae for area and volume of shapes</li> <li>- use simple formulae</li> <li>- calculate the area of parallelograms and triangles</li> <li>- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</li> <li>- generate and describe linear number sequences (with decimals)</li> <li>- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> <li>- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Holes Novel Study</li> <li>- Mayan Comprehensions</li> <li>- Reading Plus Skills sheets</li> </ul> <p><b>Writing Pieces (PC &amp; MD)</b></p> <ul style="list-style-type: none"> <li>- Recount from Mayan Experience</li> <li>- Letter from Stanley (Holes)</li> <li>- Persuasive Leaflet promoting Camp Green</li> <li>- Time Slip</li> <li>- Newspaper Article</li> </ul> <p><b>Writing Basic Skills Coverage</b></p> <ul style="list-style-type: none"> <li>- Cohesive Devices</li> <li>- Verb Tenses and Agreement</li> <li>- Passive and Active</li> <li>- Use of apostrophes</li> <li>- Formal and Informal Language</li> <li>- Selecting Language for Meaning and Effect</li> <li>- Synonyms and Antonyms</li> <li>- Subjunctive Form</li> <li>- Punctuation of Bullet Points</li> <li>- Hyphens</li> <li>- Speech Punctuation</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Continued teaching of new Y5/6 objectives and revision of Y3/4 objectives. Pupils to learn spellings for homework and complete weekly tests.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>- Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>- choosing the writing implement that is best suited for a task</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>- A non-European society that provides contrasts with British history – Mayan civilization c. AD 900.</li> <li>- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Locate the world’s countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>- Identify areas of first civilisation. label outline of Mayan countries, look at and compare modern day version of map – new cities not present during early civilisation.</li> <li>- Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains.</li> <li>- Human geography, including: types of settlement and land use, economic activity.</li> </ul> <p><b>Design &amp; Technology</b></p> <p>Cookery</p> <ul style="list-style-type: none"> <li>- Mayans first cultivated chocolate using cocoa beans. Children to explore that Mayans added flavour to their chocolate (chilli peppers, spices, honey etc). Children to work with Mrs May and create their own flavoured chocolate. Children to create their own recipe.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Add collage to a drawn background of Mayan artwork - team task.</li> </ul> <p><b>Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>- How would we survive with resources available to us today outdoors with no technology/electricity.</li> <li>- Look at food, fire, shelter etc.</li> </ul>	<p><b>Sources</b></p> <p><b>Unity</b></p> <p><b>Death and new life</b></p>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Online Safety</li> </ul> <p><b>Science</b></p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>PSHE (Jigsaw)</b></p> <ul style="list-style-type: none"> <li>- Dreams and goals</li> <li>- Healthy me</li> </ul> <p><b>Music</b></p> <p><b>PE</b></p>

<p>for comparison</p> <ul style="list-style-type: none"><li>- interpret and construct pie charts and line graphs and use these to solve problems</li><li>- calculate and interpret the mean as an average</li><li>- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li><li>- solve problems involving similar shapes where the scale factor is known or can be found</li><li>- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li></ul>				
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