

Year 6

<b>The topic for this term is:</b> Ancient Maya		<b>The launch event for this topic will be:</b> Exploring Chichen Itza using VR Headsets				
<b>The end of the term mini-project linking &amp; applying knowledge is:</b> Ancient Maya Themed day in school					<b>The visitor from employment, linked to the knowledge acquired this term, will be:</b> Poet (English)	
<b>Class trip/workshop linked to the topic:</b> Chocolate Whirled - Southport					<b>Other information:</b>	
Wk commencing	07.01.19	14.01.19	21.01.19	28.01.19	04.02.19	11.02.19
English	<p><b>Poetry –</b>  <u>Text analysis:</u>                      Ted Hughes – Warm and the Cold</p> <p>Ted Hughes – Leaves</p> <p>Focus on structure and figurative language.</p> <p><u>Comprehension</u>                      Ted Hughes – Warm and the Cold</p> <p>Ted Hughes – Leaves</p> <p>Inference and deduction, exploring figurative language and mood</p>	<p><b>Poetry</b>  <u>Comprehension</u>                      Comparing poems by Ted Hughes to poems by John Agard</p> <p>Focus on composition, structure and language used by both poets.</p> <p><u>Composition:</u>                      Developing use of figurative language based on a range of stimuli.                      Poems in the style of Ted Hughes</p> <p><b>Poetry Workshop with poet Paul Delaney (17.1.19)</b></p>	<p><b>Adventure</b>                      Text analysis and short composition tasks of adventure story openings.</p> <p><u>Compare openings with use of:</u>                      Dialogue                      Atmosphere                      Event</p> <p>CGP reading comprehension tasks                      CGP grammar tasks</p>	<p><b>Adventure</b>                      Structure and organisation</p> <p><u>Scaffolded writing:</u>                      Children will develop a series of events based on an opening of their choice.</p> <p>CGP reading comprehension tasks                      CGP grammar tasks</p>	<p><b>Assessment Week</b>  <b>MOCK SATS</b></p> <p><u>Adventure</u></p> <p><u>Independent writing:</u>                      Children will plan and develop a series of events for adventure narrative based on a stimulus using story mapping.</p>	<p><b>Adventure</b>                      Composition:</p> <p><u>Independent writing:</u>                      Children will develop a series of events for adventure narrative based on a stimulus, whilst evaluating and editing their work.</p> <p>CGP reading comprehension tasks                      CGP grammar tasks</p>
Mathematics	<b>MEP</b>	<b>MEP</b>	<b>MEP</b>	<b>MEP</b>	<b>Assessment Week</b>	<b>MEP</b>
Science	<p><b>Light</b>                      The anatomy of the Human Eye</p>	<p><b>Light</b>                      Transparency investigation</p>	<p><b>Light</b>                      How do we see colour?</p>	<p><b>Light</b>                      Natural and man-made sources of light.</p> <p>Reflections.</p>	<p><b>Light</b>                      Light travelling in straight lines</p> <p>Shadow Investigation</p>	<p><b>Light</b>                      When light changes when it travels</p> <p>Refraction</p>

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History/Geography	<b>Ancient Maya –</b> Introduction of Ancient Maya – location and timeline	<b>Ancient Maya –</b> Mayan Gods and the Story of Creation	<b>Ancient Maya</b> <u>Trip to Chocolate Whirled</u>  Mayan calendar and number system	<b>Ancient Maya</b> The decline of the Ancient Mayan Civilisation	<b>Ancient Maya –</b> Cross curricular writing – Adventure writing based on abandoned cities in the Mayan world.	<b>Ancient Maya</b> <u>Ancient Maya Day</u> Making tortillas, guacamole and salsa - Mayan food tasting. Playing Mayan Sport, Pok-ta-Pok
Art / DT	<b>3D Art – Modroc –</b> Research Mayan Masks	<b>3D Art – Modroc</b> Planning our own Mayan Mask	<b>3D Art – Modroc</b> Creating a Mayan Mask	<b>3D Art – Modroc</b> Creating a Mayan Mask	<b>3D Art – Modroc</b> Creating a Mayan Mask	<b>3D Art - Modroc</b> Creating a Mayan Mask
Religious Education World Views		<b><u>Places of worship, signs and symbols -</u></b> Christianity	<b><u>Places of worship, signs and symbols -</u></b> Buddhism	<b><u>Places of worship, signs and symbols -</u></b> Sikhism	<b><u>Places of worship, signs and symbols -</u></b> Hinduism	
Computing	<b><u>We are Adventure Gamers</u></b> Planning a Mayan inspired landscape	<b><u>We are Adventure Gamers</u></b> Creating a Mayan landscape	<b><u>We are Adventure Gamers</u></b> Creating a Mayan landscape	<b><u>We are Adventure Gamers</u></b> Adding game features	<b><u>We are Adventure Gamers</u></b> Adding a virtual tour	<b><u>We are Adventure Gamers</u></b> Evaluating and peer feedback on games.
Music	<b><u>Music of the Ancient Maya</u></b> Listen and appraise traditional Mayan music. Discuss and identify groups of instruments such as percussion and wind.	<b><u>Music of the Ancient Maya</u></b> Listen and appraise traditional Mayan music. Impact of tone and tempo Listening for patterns in music.	<b><u>Music of the Ancient Maya</u></b> <u>Composition</u> Percussion and wind Mayan sounds to reflect the rainforest.	<b><u>Music of the Ancient Maya</u></b> <u>Composition</u> Mayan sound to retell a story as a group.	<b><u>Music of the Ancient Maya</u></b> <u>Performance</u> In ensemble context, listen and appraise peer performances.	
PE	<b><u>Gymnastics with apparatus</u></b>	<b><u>Gymnastics with apparatus</u></b>	<b><u>Gymnastics with apparatus</u></b>	<b><u>Gymnastics with apparatus</u></b>	<b><u>Gymnastics with apparatus</u></b>	<b><u>Gymnastics with apparatus</u></b>
PSHE/RSE	<b><u>Relationships</u></b>	<b><u>Relationships</u></b>	<b><u>Relationships</u></b>	<b><u>Relationships</u></b>	<b><u>Relationships</u></b>	<b><u>Relationships</u></b>

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MFL	<u>Types of home</u>	<u>Parts of the house</u>	<u>Parts of the house/Furniture in the different rooms</u>	<u>Furniture in the different rooms</u>	<u>Constructing sentences orally and written to describe their home</u>	<u>Constructing sentences orally and written to describe their home</u>



### Linking knowledge across subjects

Summarise where you will make links between the learning in different subjects

Art and History – Mayan masks

Computing and History – Mayan city landscapes

History and DT ( food technology) –Mayan food making on Ancient Maya day

English (writing) and computing – Adventure writing

PE and History – Mayan games on Ancient Maya day



### Learning about Liverpool

If applicable, summarise how this topic will develop pupil's knowledge on the city of Liverpool