

<b>Year Group - 6</b>		<b>Term – Autumn 1 2023</b>	
<b>Name of Unit Overview –</b>  History –The Mayans ? Is it better to look back or look forwards Literacy Book – Stormbreaker		<b>Educating for Wisdom, Knowledge and Skills</b>	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
		<b>Educating for Hope and Aspiration</b>	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		<b>Educating for Community and Living Well Together</b>	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		<b>Educating for Dignity and Respect</b>	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.
<b>Context, Big Questions and Wider World impact</b> What can we learn from the study of early civilisations – the Mayans? Is it better to look back or look forwards?			
<b>Subject specific learning areas</b>			
<b>Science</b>			
<b>Prior learning and where the objectives are revisited later in the year.</b>	<b>Key year group learning</b>		<b>Main journey of the unit</b>
<b>Previous years</b>  -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2 - Living things and their habitats) -Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans) -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants) -Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) -Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats) -Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)	<b>Can we....? / Do we know...?</b> Explain the theory of evolution and use a variety of examples to provide evidence?  <b>Focus Evolution –</b> -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		<b>Science</b> <b>Lesson 1</b> Explain the scientific explanation of inheritance <b>Lesson 2 –</b> What does adaptation mean? <b>Lesson 3 –</b> To understand evolution and the process of natural selection – investigation pepper moth (newspaper squares) <b>Lesson 4 –</b> To understand evolution and the process of natural selection – investigation different types of beak and the foods that can be eaten <b>Lesson 5 –</b> Who was Charles Darwin? – Now Press Play lesson and news paper report. <b>Lesson 6 –</b> The role of fossils in providing information

<p><b>Revisit within this year</b> Review in the spring term when we cover the Victorians and talk about industrialisation and recover the pepper moth.</p>		
<b>Humanities – History &amp; Geography</b>		
<p><b>Prior learning and where the objectives are revisited later in the year.</b></p>	<p>Key year group learning</p>	<p><b>Geography and history link</b> <b>Writing link – Outcome</b>, children will write a discussion text based on which civilisation they would prefer to live in Ancient Maya or Ancient Egypt.</p>
<p><b>Previous years – Ancient Egypt studied in year 5.</b></p> <p><b>Geography Revisit within this year in the spring term – location of countries and capital cities in Europe.</b></p>	<p><b>Can we....? / Do we know...?</b> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Topic link</b> MFL link - Where is Spain? Science link – Where are the Galapagos Islands?</p> <p><b>History</b> <b>Focus:</b> Is it better to look forwards or to look back?</p> <ul style="list-style-type: none"> <li>• To know when early civilisations appeared including the Mayans and place key events on a timeline using the terminology BC and AD, explaining why it goes backwards. What calendar did they use?</li> <li>• To explain the impact of the Mayan civilisation on the wider world</li> <li>• To describe the events of the Mayan Civilisation, including the periods before and after</li> <li>• To ask and answer complex questions about the significance of civilised culture during the Mayan dynasty</li> <li>• To compare the evidence available for the Mayan civilisation to that which is available for other early civilisations, and discuss the validity of the sources.</li> <li>• To discuss how the Maya relate to other early civilisations (Ancient Egypt studied in Year 5) and analyse trends over time (who, when, where, advances etc.)</li> <li>• To use reliable information to argue which would be better to live in: the Maya Civilisation or Ancient Egypt</li> </ul>	<p><b>Lesson 1 – Who were the Maya? Where did they live</b> <b>? When did they live? Now press play – about the life of a Mayan child– outcome diary entry</b></p> <p><b>Lesson 2, 3 and 4 – How did the Mayans live? – Develop a fact book. Resources to support – interactive flip book, now press play lesson, internet research.</b></p>
<b>Arts and Design</b>		
<p><b>Prior learning and where the objectives are revisited later in the year.</b></p>	<p>Key year group learning</p>	

<p><b>Previous years</b> Children have started to use shading to consider adding light and depth to their drawings</p> <p><b>Revisit within this year</b> Children will have the opportunity to revisit the skills learnt in the Autumn term and further look at tone to add light and depth whilst considering 1-point perspective of sports stadiums.</p> <p><b>DT</b> From Year 5 (when they made their trenches) children will have thought about different ways to join and cut different material</p>	<p><b>Can we....? / Do we know...?</b></p> <p><b>Media –</b> Pencil sketches and water colours</p> <p><b>Focus –</b> to improve their mastery of art and design techniques, including drawing by beginning with detailed sketches and moving onto 3d perspective</p> <p>Use tone to add depth and light to my sketches (all with just an art pencil) Include detail in my sketches when making observational sketches Use parallel lines when drawing 3d Use my knowledge of parallel lines to draw 1-point perspective 3d sketches Use tone to add depth to 3d sketches</p> <p>.</p> <p><b>DT</b></p> <p><b>Focus –</b> Cutting, fixing, joining accurately</p> <p><b>Evaluate –</b></p> <p>Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><b>Art</b></p> <p><b>Lesson 1 –</b> 4 sketches of Darwin’s finches (science link)</p> <p><b>Lesson 2 –</b> Sketches of Peppered Moth (Science link)</p> <p><b>Lesson 3 and 4 –</b> One-point perspective street Temple drawings (Topic link) Outcomes Monsters symbolic (literacy link) additional option depending on time.</p>
<p><b>Computing and Technological Understanding</b></p>		
<p><b>Prior learning and where the objectives are revisited later in the year.</b></p>	<p><b>Key year group learning</b></p>	<p><b>DT</b> For cardboard challenge day <b>Design and Make–</b> A Mayan temple</p>
<p><b>Year5</b></p> <ul style="list-style-type: none"> <li>• Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>• To use condition start-action in code</li> <li>• To use condition switches between actions in code</li> </ul>	<p><b>Can we....? / Do we know...?</b></p> <p>Can independently understand and apply the fundamental principles and concepts of computer science -focus algorithms Nested loop codes and functions</p> <p>Depending on the development of the Samsung energy in schools project – code microbits as sensors on plugs</p> <p>Information Technology Create and edit a video. Outcomes – friendship videos, narrated e-books from literacy, interactive fact book about the ancient Mayan civilisation.</p>	<p>Resource – Swift playgrounds 1 <a href="https://studio.code.org/s/express-2021/lessons/21/levels/1?redirect_warning=true">https://studio.code.org/s/express-2021/lessons/21/levels/1?redirect_warning=true</a> or Minecraft <a href="https://studio.code.org/s/express-2021/lessons/20/levels/2?redirect_warning=true">https://studio.code.org/s/express-2021/lessons/20/levels/2?redirect_warning=true</a></p>

<ul style="list-style-type: none"> <li>Start to use condition-starts-action in a loop code</li> </ul>		
<b>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</b>	✓	<b>Trips/ Visits / Experiences</b> ✓ <a href="https://www.cadburyworld.co.uk/schools-and-groups/schools/keystage-1-2-primary/mayans">https://www.cadburyworld.co.uk/schools-and-groups/schools/keystage-1-2-primary/mayans</a> ?
		<b>Vocabulary Oracy activities</b>
<b>Discrete subject learning focus areas</b>		
<b>Music</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory Know and be able to talk about: <ul style="list-style-type: none"> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader. • To lead a rehearsal session.</li> </ul> To sing in unison and to sing backing vocals. <ul style="list-style-type: none"> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being ‘in tune’.</li> </ul> Charanga unit 1 – Happy Charanga unit 2 Jazz – compose own Christmas song		<b>RE</b> We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. <b>Enquiry question</b> What is the best way for a Muslim to show commitment to God ? Do religious people lead better lives ? Do all religious beliefs influence people to behave well towards each other?
		<b>PSHE</b>

<p><b>PE</b></p> <ul style="list-style-type: none"> <li>I review, analyse and evaluate my own and others' strengths and weaknesses.</li> <li>I can read and react to different situations as they develop.</li> <li>I can develop methods to outwit opponents.</li> <li>I can recognise and suggest patterns of play which will increase chances of success.</li> <li>I have a clear idea of how to develop my own and others' work.</li> <li>I can identify specific parts of performance to work on.</li> <li>I can understand ways (criteria) to judge performance.</li> <li>I can use my awareness of space and others to make good decisions</li> </ul> <p>Jasmine Unit 1 – Cognitive cog Coordination – Ball skills Agility – Reaction/Response</p> <ul style="list-style-type: none"> <li>Team games – Tag Rugby</li> </ul>		<p><b>Relationships</b> To consider the rights and responsibilities we have in friendships and that we can have successful friendships To explore physical and emotional behaviour in relationships To explore positive and negative ways of communicating in a relationship To recognise and explain different forms of bullying To know where to turn in times of unhappiness or when witnessing something you are unsure about To understand and explain similarities and differences between different people To understand and explain how we might disagree and respect different people To understand the possible repercussions of feeling excluded To challenge gender stereotypes To know I have the right to say no</p> <p>Outcomes: Recipe for what makes a good friend, followed by an imovie about friendship red = friendship</p>	
<p><b>Final quality products</b></p>	<p>-</p>	<p><b>Home learning opportunities</b></p>	<p>- Weekly home learning to include: 1) A piece of maths 2) A writing task 3) Reading 4) Learning reflection</p>
<p><b>Enriching our curriculum and personal development opportunities.</b></p>			
<p><b>Prior opportunities</b></p>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Assembly on first aid</li> <li>Quiz club</li> <li>Cardboard challenge day</li> <li>Black history month</li> <li>Harvest festival</li> <li>Hello Yellow Day</li> </ul>		<p><b>Learning to come from those activities</b></p> <p>From these activities, children will further develop their independence, collaboration, perseverance and optimism. They will also learn how to challenge themselves in an environment outside of the classroom. This should further develop their self-esteem and confidence. They will also learn about different cultures and different people which will help them to value and respect differences.</p>