



Meet the Mayans





MAYAN GODS

Meet the Mayans

Year: 6

Term: Autumn 1

Tier 1 (known words)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
<p>skidded</p> <p>nervously</p> <p>mention</p> <p>growled</p> <p>cogs</p> <p>uniform</p> <p>struggled</p> <p>rapidly</p> <p>ghosts</p> <p>echoing</p> <p>muttered</p>	<p>Narrative</p> <p><u>reluctantly</u>: in an unwilling way</p> <p><i>Hugo reluctantly pulled out dozens of objects.</i></p>  <p><u>trembling</u>: shaking or quivering as a result of anxiety excitement or frailty</p> <p><i>His hand trembling, Hugo reached into his pocket.</i></p> <p><u>automaton</u>: a moving mechanical device made in imitation of a human being.</p> <p><i>With a whirr, the automaton spring into life.</i></p>  <p><u>muttered</u>: ay something in a low or barely audible voice, especially in dissatisfaction or irritation.</p> <p><i>“Where is that Station Inspector?” the old man muttered to himself.</i></p>	<p>History</p> <p>Artefacts / chronology / Mesoamerica / Conquistadors / indigenous / Copan / Chichen Itza / hieroglyphs / codex / cacao / maize / syllabogram / logogram</p> <p>Science (Light)</p> <p>angle of incidence / angle of reflection / wave / reflection / refraction / absorb / spectrum / wavelength / prism / visible / photon / source / transparent / vacuum</p>



English (Objectives)

Reading:

- Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Independently read longer texts with sustained stamina and interest.
- Recommend books to their peers with detailed reasons for their opinions.
- To explain the meaning of new vocabulary in context.
- To scan for key information
- To use skimming and scanning to retrieve specific information.
- Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.
- Predict what might happen from information stated and implied.
- To use note taking for research

Writing :

- To write a story with a character description
- To write an explanation
- Use a wide range of devices to build cohesion within and across paragraphs.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
- Proofread for grammatical, spelling and punctuation errors.

GPS

- To create complex sentences using relative clauses with relative pronouns.
- To create and use expanded noun phrases.
- To use adverbial phrases
- To use semi colons to link independent clauses.
- To use colons and semi colon in lists
- To identify and use brackets to indicate parenthesis

Maths

Unit 1: Number and place value
Unit 2: Algebra and sequences
Unit 3: Addition and subtraction
Unit 4: Multiplication

R.E (unit) - Lancashire Agreed Syllabus

Islam

What is Hajj and why is it important to Muslims?

Science (Objectives) – Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Skills:

Questioning: *Asking relevant questions and using different types of scientific enquires to answer them*

Planning: *Setting up simple, practical enquires, comparative and fair tests*

Measuring: *Making systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and dataloggers*

Recording: *Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions*

Presenting: *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables*

Concluding: *Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions*

Evaluating: *Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*

Identifying differences, similarities or changes related to simple scientific ideas and processes

Using straightforward scientific evidence to answer questions or support their findings

Humanities (History)

Chronology

- Place current study on timeline in relation to other studies
- Use relevant dates and terms
- Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term time scales

Communication

- Produce structured work that makes connections, provides contrasting evidence and analyses trends
- Makes use of different ways of presenting information. Choosing the most appropriate way to present information e.g. written explanation, tables, charts, labelled diagrams.
- Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.
- Uses a variety of ways to communicate knowledge and understanding

Enquiry

- Use a wide range of sources as a basis for research to answer questions and to test hypotheses
- Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'
- Give some reasons for contrasting arguments and interpretations of the past
- Evaluate sources and make inferences
- Choose relevant sources of evidence to support particular lines of enquiry – evaluating the usefulness and accuracy of evidence
- Selects the most appropriate sources of evidence for a particular task
- Begins to form own opinions, referring to knowledge gathered from several sources together in a fluent account

Art: Drawing and painting into 3D Sculpture

- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
- To identify primary and secondary colours by name.
- Be able to identify and work with complementary and contrasting colours.
- Record and explore ideas from first hand observations.
- Identify artists who have worked in a similar way to their own work.
- Use dry media to make different marks, lines, patterns, shapes within a drawing.
- Explore colour mixing and blending techniques.

Music (Unit)

- Sing Up: Hey Mr Miller

Computing (NCCE units)

eSafety (Week 1) : Project evolve - Health, lifestyle and wellbeing & Online relationships

Unit 6 (Week 2-6): Systems and Networks - Communication

PSHE (Unit)

Expressing opinions and respecting other points of view, including discussing topical issues about the link between values and behaviour and how to be a positive role model

- how to discuss issues respectfully
- how to listen to and respect other points of view
- how to constructively challenge points of view they disagree with
- ways to participate effectively in discussions online and manage conflict or disagreements

Recognising and managing pressure; consent in different situations

to compare the features of a healthy and unhealthy friendship

- about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
- strategies to respond to pressure from friends including online
- how to assess the risk of different online 'challenges' and 'dares'
- Attraction to others; romantic relationships; civil partnership and marriage**
- the difference between gender identity and sexual orientation and everyone's right to be loved
- what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- that to force anyone into marriage is illegal

P.E (Unit)

Games: Netball

MFL (French):

Let's visit a French town