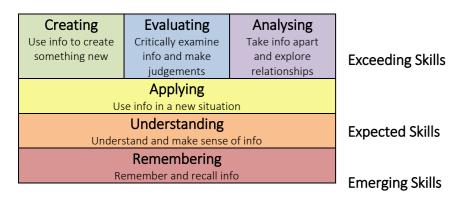
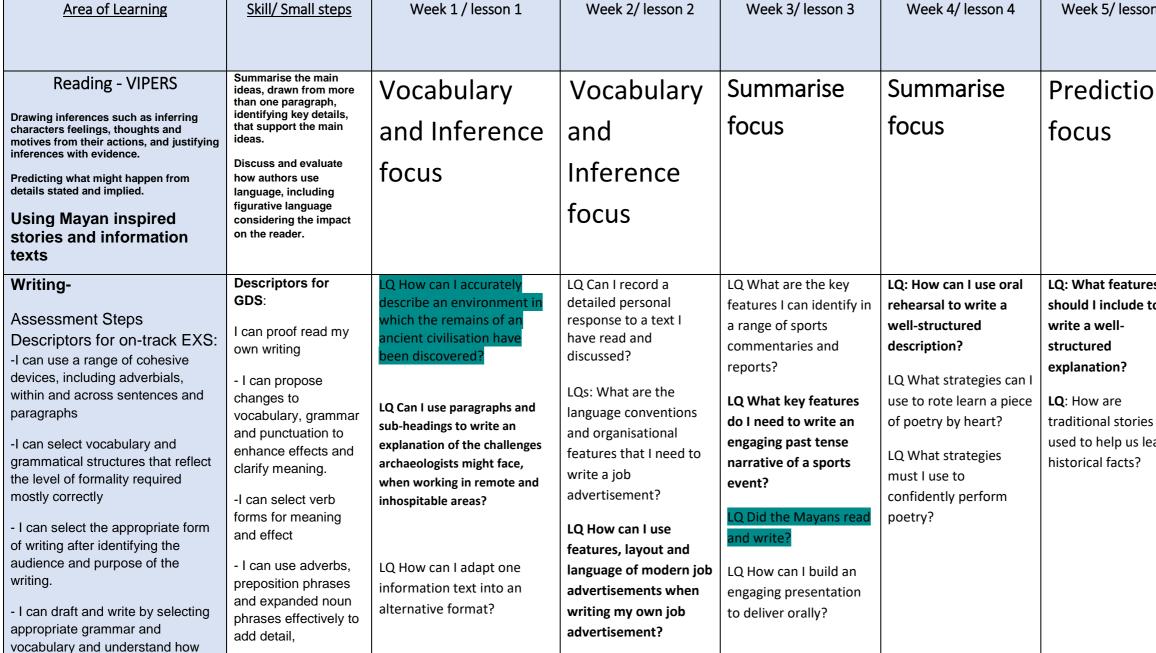
## Eastry C of E Primary School Medium Term Plan: Year 6 (KS2)



## Topic: Term: 4 Hooks: How did the Mayans live?

Texts: Various information texts, The Rain Player (story), The Hero Twins (story), Mayan folklore,



Democracy Rule of Law Cultures & religion Mutual respect Individual liberty

n 5	Week 6/ lesson 6
'n	Prediction focus
S O	LQ: How are events sequenced in the 'challenge/quest' part of the story, to create dramatic effect?
arn	common themes amongst the folklore of ancient civilisations? LQ: Can I use taught features to write my own Mayan folk tale?

<ul> <li>such choices can change and enhance meaning.</li> <li>I can proof read for spelling and punctuation errors and to improve my work.</li> <li>I can identify and explain how noun phrases convey precise information.</li> <li>I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists).</li> <li>GPS</li> <li>I can confidently use brackets, dashes or commas to indicate parenthesis.</li> <li>I can use commas to clarify meaning or avoid ambiguity.</li> <li>I can use ellipses to link ideas between sentences/paragraphs.</li> <li>I can confidently use relative clauses beginning with <i>who, which, where, when, whose</i>, that or with an omitted pronoun.</li> <li>I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</li> <li>I can use expanded noun phrases to convey complicated information concisely.</li> <li>I can use the passive accurately in my work.</li> </ul>	<ul> <li>qualification and precision</li> <li>-I can use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons &amp; hyphens</li> <li>I can always use the first three or four letters of a word to check spelling meaning or both of these in a dictionary.</li> <li>I can choose to use a thesaurus to define words and collect a variety of words to support writing.</li> </ul>	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words Revisit nouns, pronouns, verbs, adverbs, adjectives A range of skills will also be revisited via GPS starter activities to recap on skills already learnt and introduce some new concepts	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words Modal verbs and adverbs	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words Brackets, dashes and commas to indicate parenthesis	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words Active and passive voice	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words Relative clauses	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words Coordinating and subordinating conjunctions
Maths		Catch up and revisit key concepts from lockdown period: Add, subtract, multiply and divide fractions by fractions, and fractions by integers.	Division to solve problems Decimals as fractions Fractions to decimals (1) Fractions to decimals (2) Mini-assessment	Understand percentages Fractions to percentages Equivalent FDP Order FDP	Percentage of an amount (1) Percentage of an amount (2) Percentages (missing values) Mini-assessment	Find a rule - one step Find a rule - two step Forming expressions Substitution Formulae	Forming equations Solve simple one-step equations Solve two-step equations Find pairs of values (1) Find pairs of values (2)

Science – Animals including humans Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood Describe the ways in which nutrients and water are transported within animals, including humans.	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Explore - What is the function of the heart? What are the main parts of the human circulatory system?	Comparative test – What happens to the rate at which our hearts beat when we perform different exercises? Observation – How many times does your heat beat every minute? Pattern-seeking – Is there a relationship between the type of exercise that you do and the number of heart beats per minute?	Researching using secondary sources – What are the functions of blood?	Research – Why do we need to drink water?	Researching diets Children could use secondary sources to gather information about 'What makes a healthy diet?'
RE Humanism (3 week home learning unit) Salvation: What difference does the resurrection make to Christians?	<b>'Expected'</b> <b>Outcomes:</b> Give examples of ways Express thoughtfully Present different views Express their own understanding / ideas Explain the impact Explain some similarities and differences between Explain some reasons why Make connections between Suggest some reasons why Describe and reflect	Week 1 - Learning question: What is Humanism?	Week 2- Learning question- What do humanists value? Big questions: Does it matter whether you believe in a god or not? Is how you live your life more important?	Week 3 - Learning question: Why is happiness important to Humanists?	Where do the ideas of Incarnation and Salvation lay, within the timeline of 'the big story'? How do Christians' belief in the Resurrection and influence how they worship on Good Friday and Easter Sunday?	How does Christian art reflect the 5 cor concepts of Incarnation, Salvation, Sacrifice, Resurrection and Hope? What are the different ways that Christians can put their beliefs into practise?
Computing Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Information technology/create a blog Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. <u>2Blog</u> . They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.		LO: To plan the theme and content for a blog. (continued from Term 2 as not able to complete during lockdown? Project Evolve starter: I can describe how some online information can be opinion and can offer examples.	LO: To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog. <b>Project Evolve</b> <b>starter:</b> I can explain how to use search technologies effectively.	LO: To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher. (2 sessions) <b>Project Evolve</b> <b>starter:</b> I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why these strategies are important.	LO: To understand ho to contribute to an existing blog. To understand how ar why blog posts are approved by the teacher. <b>Project Evolve</b> <b>starter:</b> I can identify and critically evaluate online content relating t gender, race, religion, disability, culture and ot groups, and explain why is important to challenge and reject inappropriate content

ts se es ut	Research- What different forms of exercise can we do for the human body and how can people get started with them?
in ore	Why do Christians think that Jesus was resurrected?
e, at	Why do some people find belief in the Resurrection makes sense and inspires them?
now and	LO: To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria.
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History (Term 4)		LQ: How can I use a timeline	LQ Can I use	LQ Can I identify	LQ Can I explain how	LQ Can I describe	LQ Why was obsidian
		to develop a chronological	appropriate	similarities and	ancient Mayan farmers had to adapt	some ways in which the Mayans	such a valuable
		overview of Mayan history?	terminology to describe	differences between	to the environment	maintained a supply	resource to the
			key features of an historic era?	aspects of life in the past and present day?	around them?	of fresh water?	Mayans, and how did it result in trade?
		(coo Incoiro Curriculum		past and present day:		LQ How does the	
		(see Inspire Curriculum, History lesson 1 'Rites and			LQ How can ancient	Mayans' method	
		Rituals')			farming systems	compare to our own	
					influence modern-day farming?	modern-day methods?	
Art /DT		LQ Why did the	LQ Can I design a	LQ Can I select and	LQ What did	LQ Can I design a	LQ Can I make a
Term 4		Mayans wear	mask to represent	use a range of	Mayans use	ceramic pot or	ceramic pot or
Study, design and create Mayan		masks?	an important ritual	materials to make a	ceramics for?	vase, using the	vase, using the
masks		(information/research)	or element of	Mayan mask?	LQ How were they	Mayan style of	Mayan style of
Study how the Mayans used			Mayan life?		created?	decoration?	decoration?
ceramics							
D.T. (postponed to Term 5)							
P.E		ELITE	ELITE	ELITE	ELITE	ELITE	ELITE
1.2							
PHSE	Jigsaw	LQ What are my personal	LQ What are my steps	LQ What is my dream	LQ How can I make a	LQ What are my	
		learning goals?	to success?	for the world?	difference?	achievements?	
French		Diagona in town and patting	(continued)	Verietzehene	(continued)	Looming disections	(continued)
French		Places in town and getting around	(continued)	Variety shops	(continued)	Learning directions (asking and giving)	(continued)
Learning Environment in corridor	Mayan						
displays							
	civilisation						
Inspire Day					Red Nose Day and		
inspire Day			World Book				
			Day 5.3.21		Helping the Homeless-		
					Nicholas Lowinger and		
					<mark>Katie Stagliano</mark>		
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