

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Exceeding Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			Expected Skills
Remembering Remember and recall info			Emerging Skills

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

Topic: Term: 4

Hooks: How did the Mayans live?

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

Area of Learning	Skill/ Small steps	Week 1 / lesson 1	Week 2/ lesson 2	Week 3/ lesson 3	Week 4/ lesson 4	Week 5/ lesson 5	Week 6/ lesson 6
Reading - VIPERS Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Using Mayan inspired stories and information texts	Summarise the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas. Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.	Vocabulary and Inference focus	Vocabulary and Inference focus	Summarise focus	Summarise focus	Prediction focus	Prediction focus
Writing- Assessment Steps Descriptors for on-track EXS: -I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs -I can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly - I can select the appropriate form of writing after identifying the audience and purpose of the writing. - I can draft and write by selecting appropriate grammar and vocabulary and understand how	Descriptors for GDS: I can proof read my own writing - I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -I can select verb forms for meaning and effect - I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail,	LQ How can I accurately describe an environment in which the remains of an ancient civilisation have been discovered? LQ Can I use paragraphs and sub-headings to write an explanation of the challenges archaeologists might face, when working in remote and inhospitable areas? LQ How can I adapt one information text into an alternative format?	LQ Can I record a detailed personal response to a text I have read and discussed? LQs: What are the language conventions and organisational features that I need to write a job advertisement? LQ How can I use features, layout and language of modern job advertisements when writing my own job advertisement?	LQ What are the key features I can identify in a range of sports commentaries and reports? LQ What key features do I need to write an engaging past tense narrative of a sports event? LQ Did the Mayans read and write? LQ How can I build an engaging presentation to deliver orally?	LQ: How can I use oral rehearsal to write a well-structured description? LQ What strategies can I use to rote learn a piece of poetry by heart? LQ What strategies must I use to confidently perform poetry?	LQ: What features should I include to write a well-structured explanation? LQ: How are traditional stories used to help us learn historical facts?	LQ: How are events sequenced in the 'challenge/quest' part of the story, to create dramatic effect? LQ: Can I identify common themes amongst the folklore of ancient civilisations? LQ: Can I use taught features to write my own Mayan folk tale?

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

<p>Science – Animals including humans</p> <p>Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Explore - What is the function of the heart?</p> <p>What are the main parts of the human circulatory system?</p>	<p>Comparative test –</p> <p>What happens to the rate at which our hearts beat when we perform different exercises?</p> <p>Observation – How many times does your heart beat every minute?</p> <p>Pattern-seeking – Is there a relationship between the type of exercise that you do and the number of heart beats per minute?</p>	<p>Researching using secondary sources –</p> <p>What are the functions of blood?</p>	<p>Research – Why do we need to drink water?</p>	<p>Researching diets</p> <p>Children could use secondary sources to gather information about ‘What makes a healthy diet?’</p>	<p>Research- What different forms of exercise can we do for the human body and how can people get started with them?</p>
<p>RE</p> <p>Humanism (3 week home learning unit)</p> <p>Salvation: What difference does the resurrection make to Christians?</p>	<p>‘Expected’ outcomes:</p> <p>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</p>	<p>Week 1 - Learning question: What is Humanism?</p>	<p>Week 2- Learning question- What do humanists value?</p> <p>Big questions:</p> <p>Does it matter whether you believe in a god or not?</p> <p>Is how you live your life more important?</p>	<p>Week 3 - Learning question: Why is happiness important to Humanists?</p>	<p>Where do the ideas of Incarnation and Salvation lay, within the timeline of ‘the big story’?</p> <p>How do Christians’ belief in the Resurrection and influence how they worship on Good Friday and Easter Sunday?</p>	<p>How does Christian art reflect the 5 core concepts of Incarnation, Salvation, Sacrifice, Resurrection and Hope?</p> <p>What are the different ways that Christians can put their beliefs into practise?</p>	<p>Why do Christians think that Jesus was resurrected?</p> <p>Why do some people find belief in the Resurrection makes sense and inspires them?</p>
<p>Computing</p> <p>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.</p>	<p>Information technology/create a blog</p> <p>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. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.</p>		<p>LO: To plan the theme and content for a blog.</p> <p>(continued from Term 2 as not able to complete during lockdown?)</p> <p>Project Evolve starter:</p> <p>I can describe how some online information can be opinion and can offer examples.</p>	<p>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.</p> <p>Project Evolve starter:</p> <p>I can explain how to use search technologies effectively.</p>	<p>LO: To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher. (2 sessions)</p> <p>Project Evolve starter:</p> <p>I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why these strategies are important.</p>	<p>LO: To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher.</p> <p>Project Evolve starter: I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate content</p>	<p>LO: To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria.</p>

History (Term 4)		LQ: How can I use a timeline to develop a chronological overview of Mayan history? (see Inspire Curriculum, History lesson 1 'Rites and Rituals')	LQ Can I use appropriate terminology to describe key features of an historic era?	LQ Can I identify similarities and differences between aspects of life in the past and present day?	LQ Can I explain how ancient Mayan farmers had to adapt to the environment around them? LQ How can ancient farming systems influence modern-day farming?	LQ Can I describe some ways in which the Mayans maintained a supply of fresh water? LQ How does the Mayans' method compare to our own modern-day methods?	LQ Why was obsidian such a valuable resource to the Mayans, and how did it result in trade?
Art /DT Term 4 Study, design and create Mayan masks Study how the Mayans used ceramics		LQ Why did the Mayans wear masks? (information/research)	LQ Can I design a mask to represent an important ritual or element of Mayan life?	LQ Can I select and use a range of materials to make a Mayan mask?	LQ What did Mayans use ceramics for? LQ How were they created?	LQ Can I design a ceramic pot or vase, using the Mayan style of decoration?	LQ Can I make a ceramic pot or vase, using the Mayan style of decoration?
D.T. (postponed to Term 5)							
P.E		ELITE	ELITE	ELITE	ELITE	ELITE	ELITE
PHSE	Jigsaw	LQ What are my personal learning goals?	LQ What are my steps to success?	LQ What is my dream for the world?	LQ How can I make a difference?	LQ What are my achievements?	
French		Places in town and getting around	(continued)	Variety shops	(continued)	Learning directions (asking and giving)	(continued)
Learning Environment in corridor displays	Mayan civilisation						
Inspire Day			World Book Day 5.3.21		Red Nose Day and Helping the Homeless- Nicholas Lowinger and Katie Stagliano		