

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			
Remembering Remember and recall info			Emerging Skills

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

Topic: Term: 5

Hooks: What if gods and planets ruled our lives? (Dress up day – Maya gods and goddesses- Debate: Who is the most important god?)

Texts: Various information texts, Inspire Curriculum texts, The Hero Twins Dan Jolley and David Witt (myth), Maya 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 Maya inspired stories and information texts as well as a range of SATs style texts and passages	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	Vocabulary and Summarise focus	Vocabulary and Summarise focus	Vocabulary and Prediction focus	Vocabulary and Prediction focus
Writing- Explanation writing (Maya farming), develop a new Creation story, balanced arguments, myths and legends Assessment Steps Descriptors for on-track EXS: -I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs	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.	LQs (Maya farming) What are the key features of explanation texts? Can I read a range of explanation texts and identify key features? How can I research and record facts to present in an information text?	LQs (Balanced argument- Maya farming) What is a balanced argument? How are they used? Can I identify some examples of writing that present a balanced	LQs (Balanced argument- Maya farming) Can I write a balanced argument, including key features? (Can we learn from ancient civilisations?) 2 lessons Can I self-edit and improve my writing	LQs (Creation Story rewrite) What is a creation story? Consider examples we have encountered so far. Can I read and record the key events in the Maya Creation story?	LQs (The Hero Twins myth) Why might myths and legends vary from one source to another? Can I record and sequence the key events in a myth, using a graphic/comic strip format? (Read and complete in two	LQs (The Hero Twins) What alternative formats could I use to retell a Maya myth? What should I consider when selecting the format to retell a myth? Can I use my chosen format to help me

<p>-I can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly</p> <p>- I can select the appropriate form of writing after identifying the audience and purpose of the writing.</p> <p>- I can draft and write by selecting appropriate grammar and vocabulary and understand how 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>-I can select verb forms for meaning and effect</p> <p>- I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, 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>What structure do I need to plan and organise my own explanation text?</p>	<p>argument? Why are they important?</p> <p>Can I use a conscience ally to consider both sides of an argument?</p> <p>How can I plan a piece of writing that presents a balanced argument?</p>	<p>using my writing checklists?</p> <p>Can I confidently present a balanced argument?</p>	<p>(Use 'Talk for Writing' features)</p> <p>Can I produce a story map to retell the Maya Creation Story?</p> <p>Can I retell the Maya Creation story, in writing?</p>	<p><i>lessons for 'The Hero Twins: Against the Lords of Death' by David Witt and Dan Jolley)</i></p> <p>What are the differences and similarities between two versions of the same myth? (<i>Compare to the reading comprehension version of 'The Hero Twins'</i>)</p>	<p>retell a popular Maya myth?</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</i>, that 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>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>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Review of GPS with GPS quizzes</p>

<p>Maths</p> <p>I can draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets.</p> <p>- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p>I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p>I can solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.</p> <p>I can solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>I can solve problems involving the calculation of percentages (for example, of measures such as 15% of 360) and the use of percentages for comparison</p> <p>I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>Metric measures</p> <hr/> <p>Convert metric measures</p> <hr/> <p>Calculate with metric measures</p> <hr/> <p>Miles and kilometres</p> <hr/> <p>Imperial measures</p>	<p>Shapes - same area</p> <hr/> <p>Area and perimeter</p> <hr/> <p>Area of a triangle (1)</p> <hr/> <p>Area of a triangle (2)</p> <hr/> <p>Area of a triangle (3)</p>	<p>Area of a parallelogram</p> <hr/> <p>What is volume?</p> <hr/> <p>Volume - counting cubes</p> <hr/> <p>Volume of a cuboid</p> <hr/> <p>Mini-assessment</p>	<p>Using ratio language</p> <hr/> <p>Ratio and fractions</p> <hr/> <p>Introducing the ratio symbol</p> <hr/> <p>Calculating ratio activity</p> <hr/> <p>Calculating ratio</p>	<p>Using scale factors</p> <hr/> <p>Calculating scale factors</p> <hr/> <p>Ratio and proportion problems</p> <hr/> <p>Ratio and proportion problems (2)</p> <hr/> <p>Mini-assessment</p>	<p>Line graphs</p> <hr/> <p>Circles</p> <hr/> <p>Read and interpret pie charts</p> <hr/> <p>Draw pie charts</p> <hr/> <p>The mean</p>
<p>Science –</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>(continued)</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>Research- What different forms of exercise can we do for the human body and how can people get started with them?</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>The children must plan their own investigation. They can decide upon the types of exercise that they will do, how they will measure the number of beats, and they will record their results. However, this is a great opportunity for the children to record using a line graph</p> <p>They could use heart monitors/pulse meters to measure their pulses.</p>	<p>Hook- Creating a wellbeing clinic</p> <p>Challenge the children to create their own wellbeing clinic for Upper Key Stage 2 children. In this clinic they will need to be able to provide advice as to how to live a healthy life. This should include information on exercise, lifestyle and drugs.</p> <p>Researching drugs. Provide the children with pictures of different drugs and information as to the effects that these have on the human body. They must use this information to create a form of presentation that children of a similar age would understand.</p>	<p>(continue from previous week's lesson)</p>		
<p>RE</p>	<p>Suggest reasons why some believers see</p>	<p>What makes a place special? What is a</p>			<p>How and why do Muslim charities</p>	<p>How and why does Christian</p>	<p>What matters more to Christians & Muslims: art and</p>

<p>Is it better to express your religion in arts and architecture or in charity and generosity? (referring to Muslim faith)</p> <p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <ul style="list-style-type: none"> Show understanding of the value of sacred buildings and art (B3). 	<p>generosity and charity as more important than buildings and art (B2).</p> <ul style="list-style-type: none"> Apply ideas about values and from scriptures to the title question (C2). 	<p>sacred place? Are all places sacred? What is the value of a sacred place?</p>	<p>How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?</p>	<p>Muslim calligraphy, painting and poetry: what is inspiring?</p>	<p>try to change the world?</p>	<p>Aid try to change the world?</p>	<p>architecture or generosity and charity? What matters more to you?</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 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 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> <p>Project Evolve starter: I can describe the difference between online disinformation and misinformation</p>		
<p>History (Term 5)</p>		<p>LQs</p> <p>Why were the Sun, Moon and planets so important to the Mayan people?</p> <p>How was their behaviour affected by their beliefs?</p>	<p>LQ:</p> <p>Why was sacrifice so important to the ancient Maya people?</p>	<p>LQ:</p> <p>Who were the most significant Maya gods and how did they influence the Maya people?</p>	<p>LQ:</p> <p>How do Maya gods compare to the gods of other ancient civilisations?</p>		
<p>Art /DT</p> <p>Term 5</p> <p>Study how the Mayans used ceramics</p>			<p>LQ What did Mayans use ceramics for?</p> <p>LQ How were they created?</p>	<p>LQ Can I design a ceramic pot or vase, using the Mayan style of decoration?</p>	<p>LQ Can I make a ceramic pot or vase, using the Mayan style of decoration?</p> <p>(two week session)</p>	<p>(continued from last week)</p>	
<p>P.E</p>		<p>ELITE</p>	<p>ELITE</p>	<p>ELITE</p>	<p>ELITE</p>	<p>ELITE</p>	<p>ELITE</p>
<p>PHSE</p>	<p>Jigsaw (tbc)</p>						

French		Places in town and getting around	(continued)	Variety shops	(continued)	Learning directions (asking and giving)	(continued)
Learning Environment in corridor displays	Maya civilisation						
Inspire Day	Eid al Fitr 14 th May 2021						