

Art

Children will talk about the life and work of the artist Alfred Wallis. They will choose colours appropriately for a drawing. They will look back at their drawings and discuss ideas.

They will record their drawings in a sketchbook, from studying fish and shells.

They will use collage as a means of extending work from initial ideas, and experiment with a range of media to overlap and layer to create interesting colours, textures and effects.



Topic Map: Year 6 Term: Spring 1

TITLE: The Incredible Maya



Music

School Learning - Samba Drumming:

Children will work as a class to create a complex Samba performance including four-part rhythm, call and response and solo playing.

Home Learning - Listening and Appraising:

Children will listen to a variety of classical music and explore and appraise it in new and creative ways.



Computing

Children to use Microsoft Power Point or Word to create a presentation. Children will review and improve their presentations with audience in mind before making them available via school website.

Children will be using Purple Mash to design their own quiz, and learning how to set up their own database using Excel. They will create a website with a range of media, choosing applications to communicate to a specific audience, and evaluate own content and consider ways to make improvements.

Children will choose applications to communicate to a specific audience, creating their own film trailer, combining music, pictures, film clips and text.

They will be creating their own motion stop video using the iMotion app, mixing animations and video recordings to create video interviews

History – The Incredible Maya

Children to know when non-European civilisations began and be able to place them on a timeline.

They will gather information from artefacts to find out about a specific period in the past.

Children will find answers about the Maya and make comparisons with life in Britain at the time.

They will find out about beliefs, culture and society in Ancient Mayan times, and learn about authority and fairness in Maya times.



R.E - Sources and Unity

To begin this topic, children will explore a wide variety of books and the purpose for which they were written.

They will understand the bible as the story of God's love, told by the People of God.

Children will acquire the skills of assimilation, celebration and application of the above whilst understanding what nourishes and what spoils friendship and unity.

They will explore that the Eucharist challenges and enables the Christian family to live and grow in communion every day.



WOW Experience:

Author visit via Zoom - Karl Nova

PE - OAA

Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils learn to orientate and navigate using a map.

Athletics

Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. They learn how to improve by identifying areas of strength as well as areas to develop.

French

Children will learn all about places in town and how to say and write them. They will learn how to give directions to their favourite place in town.

Children will continue to practise numbers and learn how to round numbers up to 1,000,000.

Children will learn how to read and write these numbers in French.



PSHE - Dreams and Goals

This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness.

It gives an important opportunity for all children's abilities, qualities and strengths to be valued.

The theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.



Class Novel/Book:

'Kensuke's Kingdom' by Michael Morpurgo

English

Myths

Pupils will compare a range of myths, and review how to write their own myth incorporating settings that provide a challenge and settings with characters that support the main character and is organised into a clear sequence of events.

They will be able to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Pupils will analyse a myth, identifying the text structure and language features, including the introduction of the characters, the problem to be overcome, the journey undertaken and the resolution of the problem, then write their own myth.

Flashbacks

Pupils will watch the short film 'The Piano' by Aidan Gibbons, identifying underlying themes in the text and how they are conveyed. They will identify techniques used to indicate shifts in time through flashbacks in a short narrative.

Pupils will write their own paragraphs using structure, pace and a range of techniques to indicate the passage of time, using different narrative techniques to indicate the passage of time between past and present to engage a reader. They will plan their own story with flashbacks. They will then write their own short narrative using paragraphs to structure and pace the ideas and a range of techniques to indicate the passage of time, producing a story with flashbacks.

Autobiographies

Pupils will recognise the structure and language, organisational and presentational features of different forms of autobiography. Pupils reread and analyse some of the autobiography texts, identifying key language, structure, organisation and presentational features as preparation for writing.

Finally they will write an effective autobiography selecting language, form, format and content to suit a particular audience and purpose.



Mathematics

Percentages

Pupils will be exploring how to calculate percentage of numbers and quantities.

They will be learning about how to solve for percentage change and use percentage to compare amounts.

This will include:

Pupils will be finding the percentage of a whole number. This will involve both division and multiplication skills. They will then move on to finding the percentage of a quantity, measured in amounts such as litres and milliliters. Pupils will be looking at difference and percentage change before finally moving on to using percentage as a way to compare numbers and amounts.

Ratio

Pupils will be comparing quantities, including numbers, objects, fractions and mass before moving on to solving word problems.

In the first six lessons, pupils will use bar models and concrete materials to compare amounts.

They will be using both pictorial and abstract multiplication and division to support their learning while simplifying and comparing ratios.

Pupils will then move on and will be solving word problems involving ratio by constructing bar models to support their understanding.

Algebra

Pupils will be comparing quantities, including numbers, objects, fractions and mass before moving on to solving word problems.

To begin with, pupils will use bar models and concrete materials to compare amounts. They will be using both pictorial and abstract multiplication and division to support their learning while simplifying and comparing ratios.

In the final lessons, pupils will be solving word problems involving ratio by constructing bar models to support their understanding.



Science

Light and Shadows

Pupils will recognise that light appears to travel in straight lines.

They will 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.

Pupils will 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. Pupils to draw a diagram explaining how they see. Using key words such as (light source, light rays, straight line, reflected, eye, brain processes signal etc.).

They will explain how light reflecting from a mirror enables us to see an image.

They will understand what a periscope is and how does it prove the following:

- Light travels in straight lines.
- Objects are seen because they give out or reflect light into the eye.
- The angle of incidence is equal to the angle of reflection.

They will then make a working periscope.

Pupils will also show the distance from a light source impacts on the size of a shadow.

