

English

Class novel: *Curse of the Mayans*

Writing

Narrative writing: *Curse of the Mayans* (3 weeks):

- Use a range of devices to build cohesion - conjunctions and expanded noun phrases
- Write effectively for a range of purposes and audiences, selected the language that shows good awareness of the reader.
- Integrate dialogue in narratives to convey character and advance the action

Retell narrative based upon *Rain Player* (2 weeks):

- integrate dialogue in narratives to convey character and advance the action
- Understand and use year 6 specific terminology - relative clauses
- use the perfect form of verbs to mark relationships of time and cause

Non-chronological report based upon *The Mayans* (2 weeks):

- Distinguish between the language of formal and informal speech
- Use a range of devices to build cohesion

Punctuation and Grammar

subject and object, subjunctive form, relative clauses, modal verbs

Whole Class Reading

One session per week based upon the class novel and three extract lessons using VIPERS (Vocabulary, Infer, Predict, Explain, Recall, Summarise) which cover the content domains for KS2 reading. Within all 4 of these lessons, time is given to modelling and practice of intonation, tone and volume.

Extract Lessons:

Animals including humans: Red Blood Cells, Preventing Coronary Heart Disease (NHSAdvice) and Fat Diets

Civil Rights: Rosa Parks, A Change is Gonna Come by Sam Cooke and Caged Bird by Maya Angelou

Drugs and Alcohol: The Risk Factors of Smoking, Stories from Former Smokers and Old Red Eyes is Back by The Beautiful South

Spooky Openings: Malamander by Thomas Taylor, The Dreamsnatcher By Abi Elphinstone and Room 13 by Robert Swindells

Spelling

challenge words (2 weeks)/ words with the short vowel sound /i/ spelled y, words with the long vowel sound /i/ spelled with ay, adding the prefix -over, converting nouns to adjectives using -ful and words which can be nouns and verbs

RE: Justice (TWTTTL)

To understand the meaning of justice and be aware that we are all called to work for justice.

To know about some people who have been persecuted for speaking out about injustice and reflect on the cost of commitment.

To know about some people who work for justice and reflect on what we can learn from them.

To understand that we are all called to help each other and reflect on how people with disabilities can help us.

To know that Advent is a time when we prepare to celebrate the birthday of Jesus and reflect on ways to prepare in this season.

To know about the Mystery of the Incarnation and reflect on what this means for us.

Computing: Bletchley Park 1 - Code Breaking and Password Hacking (Kapow)

To understand that there are lots of different types of secret codes

To understand the importance of having a secure password

To understand the importance of Bletchley Park to the World War II war effort

To understand about some of the historical figures that contributed to technological advances in computing

To research and present information about historical figures in computing

Art: Still Life - Memory Box (Kapow)

To sketch ideas for a still life study, focussing on form and layout.

Charcoal Still Life

To draw a still life study in charcoal, creating clear lines and shapes and showing light and shadow.

To draw using a negative medium, picking out areas of light and shadow.

To paint a still life study in colour, focussing on: form, line and layout, mixing colours to create a desired hue and mixing darker and lighter tones.

To create a box to showcase work, representing ideas graphically, combining words and graphics.

DT: Food (Rising Stars)

To research and design a three course meal.

To prepare a meal using a recipe.

To understand where their food comes from.

To write up a recipe.

Year 6 Autumn 2 Topic: The Maya Civilisation (6 Weeks)

Maths (White Rose)

Fractions

Simply fractions

Fractions on a number line

Compare and order (denominator)

Compare and order (numerator)

Add and subtract fractions (1)

Add and subtract fractions (2)

Add fractions Subtract fractions

Mixed addition and subtraction

Multiply fractions by integers

Multiply fractions by fractions

Divide fractions by integers (1)

Divide fractions by integers (2)

Four rules with fractions

Fraction of an amount

Fraction of an amount - find the whole

Position and direction

The first quadrant Four quadrants

Translations Reflections

Consolidation

History: The Mayans

To know who the Maya were and when they lived by investigating their ancient cities, and to understand why the cities remained hidden for so long.

To know and understand why religion was important to the Maya.

To investigate Maya technology and culture and reach a conclusion on how advanced Maya society was.

Enquiry: Why did the Maya disappear around 900 AD?

Science: Evolution and inheritance (Developing Experts)

To explain how adaptations help animals and plants survive

To explain what fossils can tell us

To describe the process of genetic modification

To explain why animals can look different to their parents

To describe the process of natural selection

Music: Classroom Jazz 2 (Charanga)

To describe the style indicators of the song /music.

To describe the structure of the song.

To identify the instruments /voices they can hear.

To talk about the musical dimensions used in the songs.

Musical Activities using glocks and/or recorders

To play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).

Liturgical Calendar: Ordinary Time and Advent

(Green and Purple Cloths)

Text and Experiences

Texts: Hansel and Gretel.
Middleworld



Cultural capital:
Christmas, Carol concert, KS1 performance and

Spanish: La Comida (Language Angels)

To read and say words for food and exercise

To read and say words for unhealthy food

To know how to say 'the' or 'some'

To ask questions in Spanish

To follow a recipe in Spanish

To read and translate

To write about how we stay healthy

PE (Rising Stars)

Sport: Dance (Flamenco)

To identify and practice the patterns and actions in a Flamenco style.

To demonstrate an awareness of the music's rhythm and phrasing when improvising.

To create a dance that represents a Flamenco dance.

To create a dance as a group, using any Flamenco moves.

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To perform and analyse own and others' performance.

Fitness: Mighty movers (Boxercise)

To know and understand the basic principles of a good warm-up.

To understand how moves can be linked together to perform more complex/challenging moves.

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To perform and devise a sequence of movements to music.