
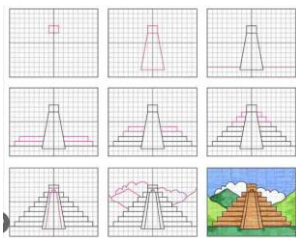







# **Garlinge Primary School & Nursery – Year 6 Medium Term Planning Map - Term 1 2025/2026**

|                                                                                                | WEEK 1<br>1.9.25 – 4 days<br>INSET – Monday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | WEEK 2<br>8.9.25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | WEEK 3<br>15.9.25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | WEEK 4<br>22.9.25                                                                                                                                                                                                                                                                                                                          | WEEK 5<br>29.9.25                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | WEEK 6<br>6.10.25                                                                                                                                                                                                                                                                                                                                                                                                              | WEEK 7<br>13.10.25                                                                                                                                                                                                                                                     |
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| LEAD TEXT/TOPIC                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                        |
| ENGLISH<br>Genres                                                                              | Comprehension<br>SPAG<br>(link to Mayans)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Procedural – Instructions<br>Linked to Mayan chocolate drink.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Report – NCR<br>Green Writing Journals<br>Linked to daily life/food                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Report – NCR<br>Linked to daily life/food                                                                                                                                                                                                                                                                                                  | Fiction – Setting Description<br>Mayan ball game of Pok-ta-pok (3 <sup>rd</sup> person)                                                                                                                                                                                                                                                                                                                                                                                                   | Fiction – Character Description<br>Mayan warrior                                                                                                                                                                                                                                                                                                                                                                               | Poetry<br>Mayan Links                                                                                                                                                                                                                                                  |
| MATHS<br>Refer to Maths Hub weekly Planning                                                    | Number and Place Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Number and Place Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Number- Addition, Subtraction, Multiplication and Division                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Number- Addition, Subtraction, Multiplication and Division                                                                                                                                                                                                                                                                                 | Number- Addition, Subtraction, Multiplication and Division                                                                                                                                                                                                                                                                                                                                                                                                                                | Number- Addition, Subtraction, Multiplication and Division                                                                                                                                                                                                                                                                                                                                                                     | Number- Addition, Subtraction, Multiplication and Division                                                                                                                                                                                                             |
| SCIENCE<br>See the Kent Scheme of Work and The Education People<br><br>Outdoor learning links. | <u>LIVING THINGS AND THEIR HABITATS</u><br><br><u>LI:</u> To explain what I know about living things and their habitats.<br><br>Introduce the topic<br>KWL<br>Key vocabulary<br><b>Assessment</b><br><br>Design front covers                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <u>LI: To create a fact file about Carl Linnaeus’ animal classification.</u><br><br>To explore scientist Carl Linnaeus’ taxonomy (tax-arrange, nomy-method) of classifying living things and create a fact file.<br><br>ALL LESSONS WILL HAVE SLIDES TO FOLLOW IN SHARED DRIVE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u>LI: To be able to classify and group according to vertebrates and invertebrates.</u><br><br>To classify various groups of animals.in to vertebrates, invertebrates, warm blooded, cold blooded, skeletons, exo-skeletons, etc. Use classification tree.                                                                                                                                                                                                                                                                   | <u>LI: To use a classification key to explore local animals.</u><br><br>On school grounds, pupils devise a table: Warm-blooded -mammals, birds. Cold blooded: Fish, reptiles, amphibians, insects and then explore the school grounds for these and record.                                                                                | <u>LI: To be able to draw a graph to record findings of local animals.</u><br><br>Choose a graph format: bar or line to record and the number of sightings of species from previous lessons findings.                                                                                                                                                                                                                                                                                     | <u>LI: To be able to group plants accordingly.</u><br><br>Discuss what groups plants fall in to and types of plants. CGP Study Book, p17 and 18. Use the dichotomous key to group plants according to their properties and characteristics.                                                                                                                                                                                    | <u>LI: To understand what microorganisms are and their importance.</u><br><br>Pupils look at bacteria, viruses, fungi, etc and research them. Understand the work of Joseph Lister and carry out a simple mould experiment.                                            |
| GEOGRAPHY<br><br>History-led term                                                              | <u>LI: To locate Mayan settlements. (Physical and human characteristics).</u><br>Map skills linked to the Ancient Mayans and settlements <b>LOTC – Ancient Mayan timeline activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <u>LI: To locate Mayan settlements. (Physical and human characteristics).</u><br>Map skills linked to the Ancient Mayan settlements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | History-led term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | History-led term                                                                                                                                                                                                                                                                                                                           | <u>LI: To locate monuments and explain their purpose with regard to location. (Physical and human characteristics).</u><br>Locate the geographical location of ancient pyramids and temples.<br>Cause of locations.                                                                                                                                                                                                                                                                       | History-led term                                                                                                                                                                                                                                                                                                                                                                                                               | <u>LI: To map the dispersion of settlements.</u><br>Dispersing of a civilisation and movement. What happened to the Mayan Civilisation?<br><b>Did climate change/weather and deforestation have an impact on the decline of the ancient Mayans and the movement of</b> |
| HISTORY                                                                                        | <u>LI: To understand how some historical events occurred concurrently in different locations.</u><br><br>Ordering an historical time-line of events in the world. When was the height of the ancient Maya period?<br><br><u>LI: To order significant events and dates on a timeline.</u><br><br><u>Who were the Mayans?</u><br>What do you already know about The Mayans? What would you like to find out? Record questions for class display.<br>Share pictures of artefacts/buildings. What clues do they give us about their life? Find Mayan civilisation on a timeline. Find out and locate where the Mayans lived. Write brief introduction about <b>LOTC – Ancient Mayan timeline activity</b> | <u>2 weeks</u><br><u>LI: To choose reliable sources of information to find out about Mayan life.</u><br><br><u>What was daily life like for the Mayans?</u><br>Use a combination of books and internet research to find out what daily life was like for the Mayans. Focus on Food, homes, farming, jobs etc.<br>Organise children into groups to research one particular area of daily life to present how they choose e.g., poster, presentation etc. Each group to then feedback to rest of class so class can get an overview of what daily life was like for the Mayans.<br><br><b>Studying Mayan Agriculture and what materials they used to build their homes – how do their way of like compare to modern day life (in Mexico and Britain).</b> | <u>LI: To choose reliable sources to understand the Mayan number system.</u><br><br><u>The Ancient Maya Number System</u><br>.<br>Discuss with the children how the Mayans used the same kind of calendar, had a writing and number system, and used calendars.<br>Research and investigate the history of the number system. Watch linked clips n this. Present different labelled numbers and the system used.<br><br><b>LOTC – Children create Mayan calculations in chalk on the playground for their peers to solve</b> | <u>LI: To understand that past societies may have had different beliefs.</u><br><br><u>What did the Mayans believe in?</u><br>Discuss religion in our country today. Use a variety of books/research info to research Mayan beliefs and ceremonies/gods. Focus specifically on their different gods and rituals including human sacrifice. | <u>LI: To choose reliable sources of information to understand the significance of pyramids.</u><br><br><u>What part did pyramids play in city life in Mayan times?</u><br>Look at important buildings ch. are familiar with today and discuss their purpose. Look at pictures of Mayan buildings and discuss shape and reason for shape. Research and present findings on Mayan pyramids-purpose, design etc.<br><b>LOTC – Children create their own Mayan temple in the playground.</b> | <b>See Art – Cross Curricular – Masks</b><br><br><u>LI: To be able to interpret civilisation changes. How did the Ancient Mayan civilisation end?</u><br>What happened to the Mayans and evidence? How do we know?<br><br>Are there any Mayans (indigenous) today? Where do they live and what cultures are there?<br><b>Did climate change/weather and deforestation have an impact on the decline of the ancient Mayans?</b> |                                                                                                                                                                                                                                                                        |



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| ART & DESIGN | <b>Weeks 1 and 2:</b><br><br>Week 1: An ordinary self-portrait<br><u>LI –</u> To develop close observational skills,<br><br><b>Week 2:</b><br><u>LI:</u> To explore the work of the modern artist Chuck Close.<br><br>Self-Portraits inspired by the artist Chuck Close (corridor and gallery work)<br><br><a href="#">Chuck Close for Kids! 🧐   Art History for Kids (youtube.com)</a><br><br><a href="#">7th Grade Self Portrait - Chuck Close (youtube.com)</a><br><br><a href="#">Chuck Close "Portraits" Art Project (youtube.com)</a> |                                                                                                             | <b>Week 3:</b><br><br><u>LI:</u> To further develop simple perspective in their work using a single focal point and horizon.<br><br><u>LI:</u> To explore great architects, and designers in history.<br><br><u>Temple and Pyramid perspective</u><br><a href="https://www.pinterest.co.uk/pin/255790453825149227/visual-search/">https://www.pinterest.co.uk/pin/255790453825149227/visual-search/</a><br><br><br><br><a href="#">Easy How to Draw a Mayan Temple, Mayan Temple Colouring page</a> | <b>Week 4:</b><br><br>Residential/Activity Week Activities                                                                | <b>Week 5:</b><br><u>LI -</u> To use different techniques for different purposes.<br><br><u>Mayan God's Eye Weaving</u><br><a href="#">Mayans God's Eye Weaving craft activity guide   Baker Ross</a><br><br> | <b>Weeks 6 and 7</b><br><br><b>History Link:</b><br><u>LI:</u> To select and match materials appropriate to their intentions.<br><br>Mayan mask making - Collage/papier Mache<br>Parent workshop – painting/decorating the masks<br><a href="#">Using Eco Friendly media</a><br><br><br><br> |                                                                                                               |
|              | DESIGN & TECHNOLOGY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                             | Art and design led term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Art and design led term                                                                                                   |                                                                                                                                                                                                                                                                                                  | Mayan Mask Making (Structures)<br>(Cross Curricular)<br><u>LI:</u> To use finishing and decorative techniques.<br><u>LI:</u> To formulate a clear plan (lists/instructions/resources)                                                                                                                                                                                                                                                                              |                                                                                                               |
|              | COMPUTING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Digital Literacy Online Safety- Year 2<br><u>LI -</u> To know how to refine searches using the Search tool. | Digital Literacy Internet<br>Pupils to use the internet to research given material on Ancient Mayan daily life<br><u>LI –</u> To research and find out about a historical era.                                                                                                                                                                                                                                                                                                                                                                                                         | Digital Literacy Online Safety- Year 2<br><u>LI -</u> To open and send simple online communications in the form of email. | Digital Literacy Online Safety- Year 2<br><u>LI -</u> To understand that information put online leaves a digital footprint or trail.                                                                                                                                                             | Digital Literacy Online Safety- Year 2<br><u>LI –</u> To embed skills learnt in the unit.                                                                                                                                                                                                                                                                                                                                                                          | Digital Literacy Online Safety- Year 2<br>Unit 2.2 online quiz<br>LI – To review my digital literacy learning |
|              | MUSIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | LI: To be able to discuss and understand the role of music in Matan society                                 | LI: To be able to explore Mayan instruments and experiment with sound.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | LI: To create and decorate simple Mayan instruments.                                                                      | LI: To explore basic Mayan rhythmic patterns.                                                                                                                                                                                                                                                    | LI: To explore, develop and compose Mayan rhythmic patterns.                                                                                                                                                                                                                                                                                                                                                                                                       | LI: To explore rhythm and play interlocking rhythms together.                                                 |



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| <b>PE</b><br>PE STAFF LEAD | ACTIVE PLAY TRAINING<br>+<br>PUPIL VOICE                                                                                                                                      | <b>ATHLETICS-</b><br><u>LI-</u> To use Perseverance in different running techniques.<br><br><b>BASKETBALL/NETBALL</b><br><u>LI-</u> To use Perseverance in throwing and catching skills.                                                                                                                                                                                                                           | <b>ATHLETICS-</b><br><u>LI-</u> To use Perseverance in different jumping techniques.<br><br><b>BASKETBALL/NETBALL</b><br><u>LI-</u> To show awareness in attacking and defending.                                                                                                                     | <b>ATHLETICS-</b><br><u>LI-</u> To use Perseverance in different throwing techniques .<br><br><b>BASKETBALL/NETBALL</b><br><u>LI-</u> To play a competitive game showing Teamwork.                                                                                                                                                        | <b>ATHLETICS-</b><br><u>LI-</u> To use Aspiration in different running techniques.<br><br><b>BASKETBALL/NETBALL</b><br><u>LI-</u> To use Perseverance in throwing and catching skills.                                                                                                              | <b>ATHLETICS-</b><br><u>LI-</u> To use Aspiration in different jumping techniques.<br><br><b>BASKETBALL/NETBALL</b><br><u>LI-</u> To Show awareness in attacking and defending.                                                                                                                                                         | <b>ATHLETICS-</b><br><u>LI-</u> To use Aspiration in different throwing techniques.<br><br><b>BASKETBALL/NETBALL</b><br><u>LI-</u> To play a competitive game showing Teamwork.                                                                                                                                           |
| <b>RE</b>                  | <u>U2.5</u><br><u>Is it better to express beliefs in art of charity?</u><br><u>LI:</u> To express my thoughts and feelings about special places                               | <u>LI:</u> To understand why mosques matter to the Muslim community                                                                                                                                                                                                                                                                                                                                                | <u>LI:</u> To research examples of Muslim creativity and discuss which ones I like                                                                                                                                                                                                                    | <u>LI:</u> To research examples of Christian art and discuss which ones I like                                                                                                                                                                                                                                                            | <u>LI:</u> To research examples of Christian architecture and discuss which ones I like                                                                                                                                                                                                             | <u>LI:</u> To discuss Muslim ideas about the importance of being charitable                                                                                                                                                                                                                                                             | <u>LI:</u> To discuss Christian ideas about the importance of being charitable                                                                                                                                                                                                                                            |
| <b>PSHE</b>                | <u>Metacognition lesson 1 'Being a Learner'</u><br><br><u>LI:</u> To understand what a good learner looks like in the classroom. Link to school PART values.<br><br>Eco links | <b>CITIZENSHIP</b><br><br>A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.<br><br>Assessment lesson (Mind maps)<br><br><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/citizenship/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/citizenship/</a> | Lesson 1: Human rights<br><br><u>LI:</u> To understand human rights, including the right to education.<br><br><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/citizenship/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/citizenship/</a> | Lesson 2: Food choices and the environment<br><br><u>LI:</u> To understand some environmental issues relating to food and food production.<br><br><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/citizenship/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/citizenship/</a> | Lesson 3: Caring for others<br><br><u>LI:</u> To understand how to show care and concern for others.<br><br><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/citizenship/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/citizenship/</a> | Lesson 4: Prejudice and discrimination<br><br><u>LI:</u> To recognise prejudice and discrimination and learn how this can be challenged.<br><br><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/citizenship/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/citizenship/</a> | Lesson 5: Valuing diversity<br><br><u>LI-</u> To understand diversity and the value different people bring to a community.<br><br><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/citizenship/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/citizenship/</a> |
| <b>PMFL</b>                | <u>SALUT UNIT P</u><br><u>Je cherche le pirate</u><br><br><u>LI –</u> To understand how to say you are looking for something.                                                 | <u>SALUT UNIT P</u><br><u>Les actions</u><br><br><u>LI –</u> To be able to use action words.                                                                                                                                                                                                                                                                                                                       | <u>SALUT UNIT P</u><br><u>Dans le placard.</u><br><br><u>LI –</u> To be able to use the verb put.                                                                                                                                                                                                     | <u>SALUT UNIT P</u><br><u>Plus d'actions</u><br><br><u>LI –</u> To be bale to use French action verbs.                                                                                                                                                                                                                                    | <u>SALUT UNIT P</u><br><u>La Chasse au trésor</u><br><br><u>LI –</u> To use the verb to find.                                                                                                                                                                                                       | <u>SALUT UNIT P</u><br><u>Une chasse au trésor</u><br><br><u>LI –</u> To use French                                                                                                                                                                                                                                                     | SALUT UNIT P<br>LI - Review this term's learning – French quiz.                                                                                                                                                                                                                                                           |

LOTC to be indicated on Planning ECO to be indicated on planning.