



Garlinge Primary School & Nursery – Year 6 Medium Term Planning Map – Term 1 2026 – 2027

<u>(WEEK 1</u> <u>3.9.26 – 4</u> <u>days</u>	<u>WEEK 2</u> <u>7.9.26</u>	<u>WEEK 3</u> <u>14.9.26</u>	<u>WEEK 4</u> <u>21.9.26</u>	<u>WEEK 5</u> <u>28.9.26</u>	<u>WEEK 6</u> <u>5.10.26</u>	<u>WEEK 7</u> <u>12.10.26</u>	<u>WEEK 8</u> <u>19.10.26</u>
LEAD TEXT/TOPIC							
ENGLISH Genres	Comprehension SPAG (link to Mayans)	<u>Report – NCR</u> <u>Green Writing Journals</u> Linked to daily life/food	<u>Report – NCR</u> Linked to daily life/food	Comprehension SPAG (link to Mayans) Residential/Activity Week Activities	<u>Procedural –</u> <u>Instructions</u> Linked to Mayan chocolate drink.	<u>Fiction – Setting</u> <u>Description</u> Mayan ball game of Pok- ta-pok (3 rd person)	<u>Fiction – Character</u> <u>Description</u> Mayan warrior
MATHS Refer to WRM 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 Outdoor learning links.	<u>LIVING THINGS AND THEIR HABITATS</u> <u>LI: To explain what I know about living things and their habitats.</u> Introduce the topic KWL Key vocabulary Assessment	<u>LI: To be able to classify and group according to vertebrates and invertebrates.</u> 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> 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> 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> 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> Pupils look at bacteria, viruses, fungi, etc and research them. Understand the work of Joseph Lister and carry out a simple mould experiment.	<u>LI: To create a fact file about Carl Linnaeus' animal classification.</u> To explore scientist Carl Linnaeus' taxonomy (tax-arrange, nomy- method) of classifying living things and create a fact file.



GEOGRAPHY History-led term	<u>LI</u>: To locate Mayan settlements. (Physical and human characteristics). Map skills linked to the Ancient Mayans and settlements LOTC - Ancient Mayan timeline activity	<u>LI</u>: To locate Mayan settlements. (Physical and human characteristics). Map skills linked to the Ancient Mayan settlements.	History-led term	History-led term	<u>LI</u>: To locate monuments and explain their purpose with regard to location. (Physical and human characteristics). Locate the geographical location of ancient pyramids and temples. Cause of locations.	History-led term	<u>LI</u>: To map the dispersion of settlements. Dispersing of a civilisation and movement. What happened to the Mayan Civilisation? Did climate change/weather and deforestation have an impact on the decline of the ancient Mayans and the movement of
HISTORY	<u>LI</u>: To understand how some historical events occurred concurrently in different locations. Ordering an historical time-line of events in the world. When was the height of the ancient Maya period? <u>LI</u>: To order significant events and dates on a timeline. <u>Who were the Mayans?</u> What do you already know about The Mayans? What would you like to find out? Record questions for class display. 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 LOTC - Ancient Mayan timeline activity	<u>2 weeks</u> <u>LI</u>: To choose reliable sources of information to find out about Mayan life. <u>What was daily life like for the Mayans?</u> 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. 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. Studying Mayan Agriculture and what materials they used to build their homes - how do their way of life compare to modern day life (in Mexico and Britain).	<u>LI</u>: To choose reliable sources to understand the Mayan number system. <u>The Ancient Maya Number System</u> Discuss with the children how the Mayans used the same kind of calendar, had a writing and number system, and used calendars. Research and investigate the history of the number system. Watch linked clips n this. Present different labelled numbers and the system used. LOTC - Children create Mayan calculations in chalk on the playground for their peers to solve	<u>LI</u>: To understand that past societies may have had different beliefs. <u>What did the Mayans believe in?</u> 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</u>: To choose reliable sources of information to understand the significance of pyramids. <u>What part did pyramids play in city life in Mayan times?</u> 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. LOTC - Children create their own Mayan temple in the playground.	See Art - Cross Curricular - Masks <u>LI</u>: To be able to interpret civilisation changes. <u>How did the Ancient Mayan civilisation end?</u> What happened to the Mayans and evidence? How do we know? Are there any Mayans (indigenous) today? Where do they live and what cultures are there? Did climate change/weather and deforestation have an impact on the decline of the ancient Mayans?	



Weeks 2 and 3:

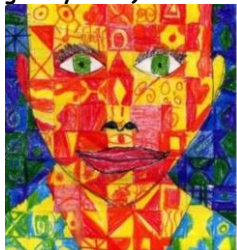
Week 1: An ordinary self-portrait

LI - To develop close observational skills_

Week 2:

LI: To explore the work of the modern artist Chuck Close.

Self-Portraits inspired by the artist Chuck Close (corridor and gallery work)



[Chuck Close for Kids!](#)
[👤 | Art History for Kids \(youtube.com\)](#)

[7th Grade Self Portrait - Chuck Close \(youtube.com\)](#)

[Chuck Close "Portraits" Art Project \(youtube.com\)](#)

Week 4

PART Values - Teamwork

LI - To use different creative techniques and materials to demonstrate Teamwork.

Team Fish: Every pupil cuts out and designs their own fish as part of a TEAM swimming. Arrange all the fish swimming in the exact same direction to visually represent moving toward a common goal.

<https://www.youtube.com/watch?v=rn6R4ncd2OU>



Hall display to show sea, fish and background with reeds etc.

Week 5:

Residential/Activity Week Activities

History Link:

LI: To draw using their own style through the development of: line, tone, pattern, texture.

LI: To mix colour, shades and tones with confidence building on previous knowledge.

Mayan Mask Designs



History Link:

LI: To select and match materials appropriate to their intentions.

Mayan mask making - Collage/papier Mache
Parent workshop - painting/decorating the masks

Using Eco Friendly media

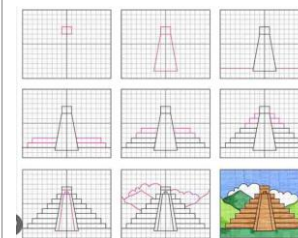


LI: To further develop simple perspective in their work using a single focal point and horizon.

LI: To explore great architects, and designers in history.

Temple and Pyramid perspective

<https://www.pinterest.co.uk/pin/255790453825149227/visual-search/>



[Easy How to Draw a Mayan Temple, Mayan Temple Colouring page](#)



DESIGN & TECHNOLOGY	Art and design led term						<u>Mayan Mask Making (Structures)</u> (Cross Curricular) <u>LI</u> : To use finishing and decorative techniques. <u>LI</u> : To formulate a clear plan (lists/instructions/resources)
COMPUTING	<u>Information Technology Blogging</u> <u>LI</u> - To understand blogs and their features.	<u>Information Technology Blogging</u> <u>LI</u> -To plan the theme, content and structure for a blog post.	<u>Information Technology Blogging</u> <u>LI</u> - To write and style a blog post.	<u>Information Technology Blogging</u> <u>LI</u> - To review and comment on blog posts with an understanding of online safety.	<u>Computer Science Networks</u> <u>LI</u> - To understand what a computer network is and identify examples of networks at home, school and in the wider world.	<u>Computer Science Networks</u> <u>LI</u> - To understand the difference between the internet and the World Wide Web and explore the services they provide.	<u>Computer Science Networks</u> <u>LI</u> - To explore how the internet can be used for communication and collaboration, and how to do this safely and respectfully. <u>LI</u> - To explore who is in charge of the internet and how rules and website blocking can affect people, society and online platforms.



MUSIC	<u>LI:</u> To be able to discuss and understand the role of music in Mayan society	<u>LI:</u> To be able to explore Mayan instruments and experiment with sound.	<u>LI:</u> To create and decorate simple Mayan instruments.	Residential/Activity Week Activities	<u>LI:</u> To explore, develop and compose Mayan rhythmic patterns.	<u>LI:</u> To explore rhythm and play interlocking rhythms together.	<u>LI:</u> To perform Mayan inspired music
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PE PE STAFF LEAD TBC JADE	ACTIVE PLAY TRAINING + PUPIL VOICE	<u>AT</u> <u>HL</u> <u>ETI</u> <u>CS</u> = <u>LI-</u> <u>To</u> use Per sev era nce in diff ere nt run ning tec hni que s. <u>OAA</u> <u>LI-</u> To use tea mw ork to par tici pat e in gro up acti viti es. (Lin e up /Nu mb ers /Al	<u>ATHLETICS-</u> <u>LI-</u> To use Perseverance in different relay techniques. <u>OAA</u> <u>LI-</u> To use teamwork to participate in group activities. (/All Aboard/Tangled/Cross .the swamp)	<u>ATHLETICS-</u> <u>LI-</u> To use Perseverance in different throwing techniques. <u>OAA</u> <u>LI-</u> To use teamwork to participate in group activities. (Blindfold games)	<u>ATHLETICS-</u> <u>LI-</u> To use Perseverance in different jumping techniques. <u>OAA</u> <u>LI-</u> To use teamwork to participate in group activities. (Blindfold Trail)	<u>ATHLETICS-</u> <u>LI-</u> To use Aspiration in an Athletics Intra.	<u>OAA</u> <u>LI-</u> To use teamwork to participate in group activities. (Treasure hunt)
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RE	<u>U2.5</u> <u>Is it better to express beliefs in art of charity?</u> <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
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PSHE	<u>Metacognition lesson 1</u> <u>'Being a Learner'</u> <u>LI:</u> To understand what a good learner looks like in the classroom. Link to school PART values.	CIT IZE NS HIP A sta nd- alon e intr odu cto ry less on outl inin g RS E & PS HE as a sub jec t and exp lori ng how to cre ate a suc ces sful lear ning envi ron men t for the se less	Lesson 1: Human rights <u>LI:</u> To understand human rights, including the right to education. https://www.kapowprimary.com/subjects/rse-	Lesson 2: Food choices and the environment <u>LI:</u> To understand some environmental issues relating to food and food production. https://www.kapowprimary.com/subjects/rse-	Lesson 3: Caring for others <u>LI:</u> To understand how to show care and concern for others. https://www.kapowprimary.com/subjects/rse-	Lesson 4: Prejudice and discrimination <u>LI:</u> To recognise prejudice and discrimination and learn how this can be challenged. https://www.kapowprimary.com/subjects/rse-	Lesson 5: Valuing diversity <u>LI -</u> To understand diversity and the value different people bring to a community. https://www.kapowprimary.com/subjects/rse-
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PMFL	<u>Little Angels The Date</u> <u>LI</u> - To recognise and recall the seven days of the week in French,	<u>Little Angels The Date</u> <u>LI</u> - To recognise and recall the numbers 1 - 31 in French	Residential/Activity Week Activities	<u>Little Angels The Date</u> <u>LI</u> - To understand how to ask what the date is in French.	<u>Little Angels The Date</u> <u>LI</u> - To understand how to ask when is your birthday in French.	<u>Little Angels The Date</u> Review activities.
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LOTG to be indicated on Planning ECO to be indicated on planning.