



**Garlinge Primary School & Nursery - Year 6 Medium Term Planning Map - Term 1 2023/2024**

Ancient Mayans - Non-Fiction Texts Short Mayan Stories - The Chocolate Tree							
<b>LEAD TEXT/TOPIC</b>							
<b>ENGLISH</b> Genres	Comprehension SPAG (link to Mayans) (Kent Test week)	<b>Procedural - Instructions</b> Linked to Mayan chocolate drink.	<b>Report Information</b> Linked to daily life/food	<b>Report Information</b> Linked to daily life/food	<b>Fiction</b> (3 <sup>rd</sup> person) Setting description Mayan ball game of Pok-ta-pok	<b>Fiction Green Journals</b> Mayan warrior character description	<b>Poetry</b> (Appreciation) SPAG Comprehension focus
<b>MATHS</b> 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	Gap Analysis week
<b>SCIENCE</b>	<b>Evolution and Inheritance</b> <b>LI:</b> To explain what I know about Evolution and Inheritance Covers KWL Grid Vocab	<b>LI:</b> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	<b>LI:</b> To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	<b>LI:</b> To identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution	<b>LI:</b> To identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution	<b>LI:</b> To identify how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	<b>LI:</b> To identify how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
<b>GEOGRAPHY</b> History-led term	<b>LI:</b> To select the most appropriate map for different purposes. <b>LI:</b> To locate regions and towns. Map skills linked to the Ancient Mayans <b>LOTC - Ancient Mayan timeline activity</b>	<b>LI:</b> Locate the key physical and human characteristics. <b>LI:</b> To select the most appropriate map for different purposes. <b>LI:</b> To locate <b>Mayan settlements</b> . Map skills linked to the Ancient Mayans and settlements	History-led term	History-led term	<b>LI:</b> To locate monuments and explain their purpose with regard to location. <b>LI:</b> Locate the key physical and human characteristics. Locate the geographical location of ancient pyramids and temples. Cause of locations.	<b>LI:</b> To map the dispersion of settlements. <b>LI:</b> Locate the key physical and human characteristics. Dispersing of a civilisation and movement. <b>Did climate change/weather and deforestation have an impact on the decline of the ancient Mayans and the movement of settlements?</b>	History-led term



**HISTORY**

LI: To understand how some historical events occurred concurrently in different locations.

LI: To order significant events and dates on a timeline.

Who were the Mayans?

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**

LI: To choose reliable sources of information to find out about Mayan life.

LI: To make links between some of the features of past societies.

LI: To identify and compare changes within and across different periods.

What was daily life like for the Mayans?

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).**

LI: To choose reliable sources and artefacts to understand about the Mayan number system.

The Ancient Maya Number System

LI: To understand the Ancient Mayan number system.

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**

LI: To choose reliable sources and artefacts to learn about Mayan beliefs.

LI: To understand that past societies may have had different beliefs.

What did the Mayans believe in?

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.

LI: To choose reliable sources of information to understand the significance of pyramids.

LI: To understand that past societies may have had different beliefs.

What part did pyramids play in city life in Mayan times?

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.**

LI: To be able to interpret civilisation changes.

How did the Ancient Mayan civilisation end?

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?**

**Topic Review Quiz/Assessment linked to Knowledge Organisers**



**ART & DESIGN**

Linked to PHSE  
(Hall display)

Respect artwork  
(Hall-display)

**LI:** To have an opportunity to explore modern and traditional artists (including those who use/used photography as a media).

**LI:** To identify artists who have worked in a similar way to their own work (Chuck Close).

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

Two weeks spent on self-portraits

**Week 1: An ordinary self-portrait**

**Week 2: Self-Portraits inspired by the artist Chuck Close (corridor and gallery work)**



**History Link:**

**LI:** To recognise sculptural forms in the Ancient Mayan environment.

**LI:** To be able to confidently carve a simple form.

**LI:** To be able to model and develop work through a combination of pinch, slab, and coil.

One popular type of Maya sculpture was the stela. A stela was a large, tall stone slab covered with carvings and writing.



A Maya Stela

**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



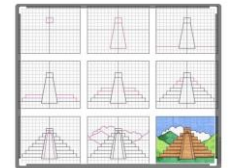
**History Link:**

**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/>





<p><b>DESIGN &amp; TECHNOLOGY</b></p>	<p><u>Art and design led term</u></p>	<p><u>Art and design led term</u></p>	<p><u>Art and design led term</u></p>	<p><u>Mayan Clay Tiles (Cross Curricular)</u> <u>LI:</u> To use appropriate tools to measure, mark out, cut shape and join.</p>	<p><u>Art and design led term</u></p>	<p><u>Mayan Mask Making (Structures) (Cross Curricular)</u> <u>LI:</u> To use finishing and decorative techniques. <u>LI:</u> To formulate a clear plan (lists/instructions/resources)</p>	<p><u>Art and design led term</u></p>
<p><b>COMPUTING</b></p>	<p>Links to the start of new topic on Ancient Mayas. <u>Design and Create Systems</u> <u>LI:</u> To understand who the Ancient Mayans were. Use resources to research the Maya. Complete KWL.</p>	<p><u>LI:</u> To understand different aspects of daily life.  Research what daily life was like for the Maya - use Purple Mash and the internet.</p>	<p><u>LI:</u> To research persuasive techniques.  Topic and English links - research hotels and why people stay there. Effects of persuasive slogans and vocabulary.</p>	<p><u>LI:</u> To understand the Ancient Mayan number system.  Research the Mayan numbering system - how did it work, links to the solar system, links to their calendar.</p>	<p><u>Talking Safely Online</u> - review <u>LI:</u> To discuss internet safety. Pupils learn that the Internet is a great place to develop rewarding relationships. However, they also learn not to reveal private information to a person they know only online.</p>	<p><u>LI</u> - To be able to use different ICT skills. (Purple Mash activities)</p>	
<p><b>MUSIC</b> Term 1 and 2 cycle (swimming)</p>	<p><u>World Unite</u> <u>LI:</u> To explore beat and syncopation through song and body percussion</p>	<p><u>LI:</u> To develop and perform rhythmic skills</p>	<p><u>LI:</u> To develop and understand the idea of pitch shape relating it to movement</p>	<p><u>LI:</u> To create rhythm patterns</p>	<p><u>LI:</u> To arrange different musical sections to build a larger scale performance</p>	<p><u>LI:</u> To explore rhythm through dance</p>	<p><u>LI:</u> To combine different rhythms</p>
<p><b>PE</b> PE STAFF LEAD</p>	<p><u>Invasion games basketball lesson 1</u>  Sports hall Athletics</p>	<p><u>Invasion games basketball lesson 2</u>  Sports hall Athletics</p>	<p><u>Invasion games basketball lesson 3</u>  Sports hall Athletics</p>	<p><u>Invasion games basketball lesson 4</u>  Sport shall Athletics</p>	<p><u>Invasion games basketball lesson 5</u>  Sports hall Athletics</p>	<p><u>Invasion games basketball lesson 6</u>  Sport shall Athletics</p>	<p><u>Invasion games basketball lesson 7</u>  Sports hall Athletics</p>
<p><b>RE</b></p>	<p><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</p>	<p><u>LI:</u> To understand why mosques matter to the Muslim community</p>	<p><u>LI:</u> To research examples of Muslim creativity and discuss which ones I like</p>	<p><u>LI:</u> To research examples of Christian art and discuss which ones I like</p>	<p><u>LI:</u> To research examples of Christian architecture and discuss which ones I like</p>	<p><u>LI:</u> To discuss Muslim ideas about the importance of being charitable</p>	<p><u>LI:</u> To discuss Christian ideas about the importance of being charitable</p>



<p><b>PSHE</b></p>	<p><u>Metacognition lesson 1 'Being a Learner'</u></p> <p><u>LI</u>: To understand what a good learner looks like in the classroom. Link to school PART values.</p> <p>Eco links</p>	<p><u>Theme 3: Living in the Wider World</u></p> <p><u>LI</u>: To research, discuss and debate concerning health and wellbeing</p>	<p><u>Theme 3: Living in the Wider World</u></p> <p><u>LI</u>: To understand why and how laws are rules are made.</p> <p><u>LI</u>: To understand how to take part in making and changing rules.</p>	<p><u>Theme 3: Living in the Wider World</u></p> <p><u>LI</u>: To learn about the importance of human rights (and the Rights of the Child)</p>	<p><u>Theme 3: Living in the Wider World</u></p> <p><u>LI</u>: To learn about the UN declaration on the Rights of the Child</p>	<p><u>Theme 3: Living in the Wider World</u></p> <p><u>LI</u>: To learn that harmful practices (such as forced marriage) are against British law (illegal) and in contradiction with human Rights</p> <p><u>LI</u>: To learn that human rights overrule any beliefs, ideas or practices that harm others</p>	<p><u>Theme 3: Living in the Wider World</u></p> <p><u>LI</u>: To learn how anti-social behaviours can affect wellbeing</p> <p><u>LI</u>: To learn how to handle, challenge or respond to anti-social or aggressive behaviours</p>
<p><b>PMFL</b> Term 1 and 2 cycle (swimming)</p>	<p><u>SALUT UNIT J - On Holiday</u> Where are you going on holiday?</p>	<p><u>SALUT UNIT J</u> Where are you staying?</p>	<p><u>SALUT UNIT J</u> At the zoo</p>	<p><u>SALUT UNIT J</u> At the beach</p>	<p><u>SALUT UNIT J</u> At the theme park</p>	<p><u>SALUT UNIT J</u> At the theme park</p>	<p><u>Review Unit</u></p>

LOTG to be indicated on Planning ECO to be indicated on planning