

# MAYA CIVILISATION



## Writing

### Learning

Pupils will plan, draft, edit and publish a narrative based on the short film *The Present* by Jacob Frey. This will develop their narrative skills.

Pupils will then engage with writing persuasively, being more aware of where clothes are made in the world, and the issues of child labour (illustrated by the text *Kick* by Mitch Johnson).

### Outcome

#### **Pupils can:**

Write for a particular purpose and audience in mind, maintaining the correct formality  
Select the best words and sentences to enhance the meaning and engage the reader  
Apply their grammar, punctuation and spelling learning within their creative writing  
Use cohesive devices to create a better sequence and flow to their writing, between and within paragraphs  
Plan, draft, edit and improve their writing.  
Use inverted commas correctly to indicate direct speech.  
Build an effective description of setting, and character  
Use dialogue effectively and accurately.  
Use the language features of persuasive texts  
Use the structural features of letter writing.

### Key Vocabulary

purpose, formality, audience, edit, proof-read, structure, sentence types (simple, compound, complex), imagery, dialogue, inverted commas,

## Reading

### Learning

This half term our focus text shall be **'The House with Chicken Legs'** by Sophie Anderson.

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Provide reasoned justifications for their views.

### Outcome

- Participating in class discussions about the text, sharing views, opinions and justifying these with evidence from the text.
- Analysing text extracts to look more closely at the language choices made by the author.
- Summarising reading so far orally and in written form.
- Answering comprehension questions linked to the text.

### Key Vocabulary

Themes, conventions, feelings, thoughts, motives, inference, summary, figurative, fact, opinion, justification, characterisation, impact on the reader.

**West Park C of E Primary School**  
**Year 6 Autumn 1<sup>st</sup> Half Term Plan 2024**

**Computing**

**Learning**

In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.

**Outcome**

Learners will complete shared projects online and evaluate different methods of communication that facilitate collaborative working.

**Key Vocabulary**

Communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, oneway, two-way, one-to-one, one-to-many.

**PSHE**

**Learning**

- Recognise and understand how mental and physical health are linked.
- Understand how to make choices which support a healthy balanced lifestyle such as planning a healthy meal, staying physically active, maintaining dental health, and maintaining good sleeping and online habits.
- Recognise the importance of balancing time spent online with physical activities.
- Understand the benefits and detriments of spending time online.

**Outcome**

How can we keep healthy as we grow? Understand the terms mental health and physical health. Recognise and understand how mental and physical health are linked. Understand different ways of supporting wellbeing eg. Positive relationships and involvement in clubs. Understand how to make choices which support a healthy balanced lifestyle such as planning a healthy meal, staying physically active, maintaining dental health, and maintaining good sleeping and online habits.

**Key Vocabulary**

Mental health, physical health, wellbeing, strategies, healthy lifestyle, choices, habits, online, physical, oral hygiene, bacteria, plaque, sleeping habits, healthy, unhealthy.

**Art**

**Learning**

To explore artists who use drawing skills to make objects. To use sketchbooks to record and reflect. To use line, mark making, tonal values, colour, shape and composition to make work interesting. Use negative space and the grid method. To explore typography and design lettering. Transform drawings into a three dimensional object.

**Outcome**

Children will explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece. They will transform their drawing into a three dimensional object. Learners will use two methods to help build drawing skills: looking at negative space and grid drawing.

**Key Vocabulary**

Line, mark making, value, shape, colour, pattern, composition, drawing, making, 2D/3D, sculpture, grid method and negative space.

**French**

**Learning**

À l'école (At School). In this unit, children will learn:  
-The nouns and determiners for 10 classroom objects in French.  
-To create a short phrase in French about a subject using I like and I do not like.  
-How to answer the question 'Quelle heure est-il ?' (What time is it?) on the hour in French.  
-To say at what time I study a particular subject in French.

**Outcome**

To use all my new knowledge from the unit to present my school preferences to the class in spoken and/or written form.

**Key Vocabulary**

à l'école, le français, la géographie, l'histoire, la musique, l'anglais, les maths, les sciences, le dessin, l'informatique

j'adore...  
je déteste...  
j'aime...  
je n'aime pas...

**RE – The Kingdom of God**  
**Learning**

Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Explain connections between biblical texts and the concept of the Kingdom of God.

**Outcome**

-Pupils know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant).  
-Pupils know that many Christians believe that Jesus' teaching suggests that there will be a future kingdom where God's reign will be complete.  
-Pupils know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness.  
-Pupils know the Lord's Prayer and can explain how this describes the Kingdom of God.

**Key Vocabulary**

Kingdom of God, love, forgiveness, inclusion, disciples, parables, gospels, solitary life

**West Park C of E Primary School**  
**Year 6 Autumn 1<sup>st</sup> Half Term Plan 2024**

**Maths**

**Learning**

To explore numbers to 10,000,000 (ten million).  
To compare, order, round, add and subtract integers.  
To find common factors and multiples.  
To explore rules for divisibility.  
To explore prime numbers to 100 and square and cube numbers.  
To master long multiplication and solve problems.  
To master short division and divide using factors.  
To practice and master long division and solve problems.  
To understand and use BIDMAS.  
To use efficient mental calculations.  
To find equivalent fractions and simplify fractions.  
To order and compare fractions.  
To add and subtract simple fractions.

**Outcome**

Children will solve problems involving addition, subtraction, multiplication and division. Children will build on their learning from Year 5 doing long multiplication and division using formal written methods. Children will continue their learning of place value, multiplying and dividing by multiples of 10, rounding numbers, negative numbers, factors, multiples and prime numbers. They will use mathematical vocabulary to develop their reasoning skills.

**Key Vocabulary**

Place value, integers, negative, multiples, factors, prime numbers, divide, multiply, addition, subtraction, problems solving, reasoning.

**History and Geography**

**Learning**

**History** - Pupils will gain an understanding of how the Maya civilisation was able to grow so strong, despite living in a rainforest biome.

**Geography** –understanding how central America compares with our own country, locating it in relation to other geographical positions, such as the equator.

**Outcome**

**History** - To describe important aspects of the Maya civilisation and explain who the ancient Maya people were, including what they believed and how they lived.

**Geography**- improving mapwork skills, linked to the location of the Maya. Pupils will be able to compare our locality with Mesoamerican locality, including climate.

**Key Vocabulary**

Civilisation, Mesoamerica, Maya, temple, cacao, maize, codex, Copan, pok-a-toc, hierarchy, society

**P.E**

**Learning**

- To understand the types of shots in Badminton and Table tennis
- To practice serving in Badminton and Table tennis
- To practice offensive and defensive stances/positions in Badminton and table tennis
- To know and be aware of the court in badminton and the table itself in Table Tennis.

**Outcome**

Pupils will be able to describe and demonstrate the way our bodies move when participating in different shots in Badminton and Table Tennis. To also be able to serve with accuracy and precision. Additionally be able to play in offensive and defensive positions whilst being aware of the rules that come with the sports.

**Key Vocabulary**

Forehand, Backhand, Racket, Paddle, Ping Pong Ball, Shuttlecock, Net, Lines, Serving, Singles/Doubles, Rally.

**Games**

**Learning**

- To be able to talk about the importance of keeping possession in football
- To practice different types of passing (long, short and wide)
- To practice effective footwork and positioning
- To know and be aware of the pitch and different positions involved in football
- To apply all of above into game scenarios

**Outcome**

Pupils will begin to be able to describe and demonstrate the way our bodies move when participating in Football. To also be able to pass in different ways (long, short, wide). Additionally be able to play in offensive and defensive positions whilst being aware of the rules that come with Football.

**Key Vocabulary**

Long Ball, Switch it, Turning, Defend, Attack, Coordinate, Possession, Safe hands, Defensive Half, Attacking Half, Keeper, Defenders, Attackers, Wingers.

**DT**

**Learning**

- To form part of a group to agree on some ideas
- To plan market research to enable any necessary changes to be made to my product
- To design a desirable product or service
- To find all the materials needed to create my product/service
- To create a budget that accurately records my expenditure
- To create a brand
- To keep accurate financial records

**Outcome**

Children will take part in our Fiver Fair. An enterprise initiative where they will learn about business and design and create their own merchandise to sell at our Christmas Fair. They will be involved in teamwork, decision-making, market research, designing and creating, profit and loss, advertising and evaluation of the process.

**Key Vocabulary**

initiative, profit, loss, decision, market research, advertising, product, expenditure, budget