




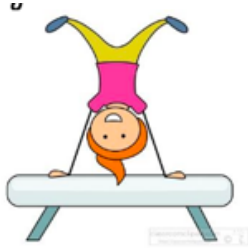


Anfield Road Primary School Medium Term Plan Year 6
Autumn Term 1
Who were the Mayans?

Curriculum Enhancements:				
Mosque Visit				
English				
<p>Genre: Narrative: a narrative based on the Rainplayer by David Wisniewski</p>		<p>Genre: Non-Fiction: To write an information text/Tourist guide about Ancient Maya cities.</p>		<p>Poetry Kukulcán</p>
<p>Author Study: Emma Carroll</p>				
Maths				
<p>Number: Place Value.</p>			<p>Number: Addition and Subtraction</p>	<p>Multiplication and Division</p>
Foundation Subjects				
<p>History – Civilisations</p>	<p>Science – Classification</p>	<p>Geography – Brazil</p>	<p>Art – Drawing</p>	<p>DT – Textiles</p>
<p>Key Question: What did The Mayans do for us?</p>	<p>Key Question: How are living things grouped and classified?</p>	<p>Key Question: What are the main geographical features of Argentina?</p>	<p>Key Question: Can you use Frida Khalo as inspiration to develop ideas in drawing.</p>	<p>Key Question: Can you applique a Mayan Mola?</p>
<p>Key knowledge</p>	<p>Key knowledge:</p>	<p>Key knowledge:</p>	<p>Key knowledge:</p>	<p>Key knowledge:</p>

<ul style="list-style-type: none"> • What was happening in Britain when the Maya were at their most powerful? • How do we know that the Mayans existed? • How did the Mayan belief in Gods created a culture of sacrifice? • What evidence tells us that the Mayans were an advanced civilisation? • Why did the Mayan civilisation die out? 	<ul style="list-style-type: none"> • Classify living things into broad groups according to observable characteristics and based on similarities and differences • Know how living things have been classified • Give reasons for classifying plants and animals based on specific characteristics • Know about vertebrate and invertebrate animals • Know who Carl Linnaeus was 	<ul style="list-style-type: none"> • Know and locate a number of South American countries • Find out about Argentinas key features, including human and physical issues • Know about fruits and natural resources that South American countries have • Compare the most significant similarities and differences of life in Brazil to life in England • How do time zones work in South America 	Frida Khalo <ul style="list-style-type: none"> • Select appropriate media to achieve a specific outcome. • Develop own style of drawing. • Use tone on drawings to achieve depth. • Evaluate work and adapt. • Develop sketch book work 	Remind children of how to sew – and applique. Look at Mayan Molas and the imagery on them. Using coloured felts experiment with sewing over the coloured shapes in a contrast colour. Design their own Mola and use paper templates to cut out the individual pieces.
Key Vocabulary: Chichen itza Itzamna Ahaw Kukuclan Frederick Catherwood John Lloyd Stevens	Key Vocabulary: Vertebrate Invertebrate Species Variation Classification Characteristics	Key Vocabulary: Brazil Amazon Indigenous Rio De Jeniro Christ the Redeemer Rio Carnival	Key Vocabulary Frida Kahlo Tone Depth Sketch Media Evaluate	Key Vocabulary: Applique Mola Sew Template Textiles
Foundation Subjects				
PSHE - Whole School theme – Scouse and proud	RE – Islam	Music –	PE –	Computing - Websites
Key Question: How can we keep healthy as we grow?	Key Question: What does it mean to be a Muslim in Britain today?	Key Question:	Swimming	Key Question: Can I create a website about the Mayans?

				
<p>Key knowledge:</p>		<p>Key knowledge:</p>	<p>Gymnastics</p>	<p>Key knowledge:</p>
<p>How positive friendships and community groups support wellbeing.</p> <p>How to be more responsible for own personal safety – coming home on time, telling grown-ups where you are.</p> <p>How to keep healthy habits, good sleep, less screen time, exercise and food choices.</p> <p>How legal and illegal drugs can affect health and how to manage situations involving them.</p>		<p>South American music</p>		<p>Recognise the features of good design in different printed and electronic texts, (e.g., a poster, website, presentation). Talk about design in the context of own work</p> <p>Understand that you should not publish other peoples' material on the Internet without their permission but you can hyperlink to their websites and acknowledge the source.</p>
<p>Key vocabulary</p> <p>Community</p> <p>Trust</p> <p>Communication</p> <p>Independence</p> <p>Choice</p> <p>Influence</p> <p>Peer pressure</p>		<p>Key vocabulary</p>		<p>Key vocabulary</p> <p>Content</p> <p>Domain</p> <p>Hyperlink</p> <p>non-linear,</p>