

Mayans Year 6 Term 6

Memorable activities!

Making Mayan temples

Mayan art

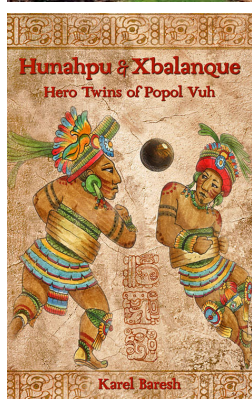
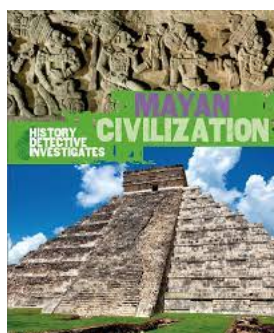
Making codices

The BIG Questions...

Who were the Mayans?
When did they live?
What did they believe?
What was life like?



Lead story and others...



Opportunities for visits, visitors and outdoor learning...

- Making Mayan temples
- Drama

Key Skills and Knowledge

History

As historians we will...

- Compare beliefs and behaviour with another time studied
- Explain cause and effect, using evidence
- Know key people, dates and events
- Note connections, contrasts and trends over time
- Place current study on timeline in relation to other periods studied

Possible activities

Timeline
Mayan culture
Mayan food
Mayan tradition
The Hero Twins
Mayan creation stories
Temples

	<ul style="list-style-type: none"> • Use relevant dates and terms • Sequence up to 10 events in a timeline • Link sources and work out how conclusions were reached • Consider ways of checking accuracy of interpretation – fact, fiction or opinion • Be aware that different evidence will lead to different conclusions • Recognise primary and secondary sources • Use a range of sources to find out about the past • Bring knowledge from several sources together in a fluent account • Sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Select and organise information to produce structured work, making appropriate use of dates and terms 	
Geography	<p>As geographers we will...</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom,. • Understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	Map work of UK and Mexico Seas and bodies of water
Main Science Topic	<p>As scientists we will...</p> <ul style="list-style-type: none"> • be able to identify and name the main parts of the human circulatory system and explain the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their functions 	Animals including humans topic
PSHE	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> • 	Standalone unit
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> • Communicate their ideas through detailed labelled drawings • - Develop a design specification • - Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • - Plan the order of their work, choosing appropriate materials, tools and techniques 	Making temples
R.E.	As religious scholars we will...	Standalone RE scheme
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> • Express mood through patterns • Create positive and negative shapes. • Demonstrate experience in a range of printmaking techniques. • Describe the techniques and processes they have used. • Develop their own style using tonal contrast and mixed media. 	Mayan Masks

Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> • Be able to create a spreadsheet and use simple formulae 	Stand alone creating tables
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> • Show tolerance to others • Understand individual liberty • Recognise the Rule of law 	Quakers British Empire -mapwork and power
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> • I can play to agreed rules. • I can explain rules. • I can umpire. • I can make a team and communicate plan. • I can lead others in a game situation. 	Rounders Tennis
PFL	<ul style="list-style-type: none"> • Listen attentively and understand instructions, everyday classroom language and praise words • To recognise some familiar words in written form • To make links between some sounds, rhymes and spellings and read aloud familiar words. • To experiment with the writing of short words. • Recognise that languages describe familiar things differently. 	DGS outreach programme, planned by K. Simpson
Music	<p>As Musicians we will...</p> <ul style="list-style-type: none"> • Describe the structure of what they can hear in musical excerpts (live and recorded). • Compare different styles of music, identifying similarities and differences with subject-specific language. • Join in confidently with whole class singing • Sing in a round with others or alone and maintain their own part. • Sing with expression and accurate pitch. 	?