**Medium Term Planning: Autumn 2 2019-2020**

**Year 6**

| **The topic for this term is: The Maya Civilisation** | | | **The launch event for this topic will be: Adventure Trail around Liverpool City Centre (Map Skills)** | | | | | |
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| **The end of the term mini-project linking & applying knowledge is: Use book creator to create a mini book about the Mayans.** | | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be: Engineering student from LJMU (Link to Bridges)** | | |
| **Class trip/workshop linked to the topic:** **Cinema Trip linked to English** | | | | | | **Other information: N/A** | | |
| **Wk commencing** | **4.11.19** | **11.11.19** | | **18.11.19** | **25.11.19** | **2.12.19** | **9.12.19** | **16.12.19** |
| English | **Writing:**  Recount of The Great Mouse Plot – Description focus, expanded noun phrases and relative clauses.  **Comprehension:** Boy Roald Dahl – Inference and deduction | **Writing:**  Eye witness account  **Comprehension:** Boy Roald Dahl Vocabulary in the correct context. | | **Comprehension:** Boy Roald Dahl  Character focus – Inferring a character’s feelings.  **Grammar:** Changing word classes i.e nouns to adjectives  Active and Passive Vocabulary focus | Assessment Week  **Writing:** Autobiographies: Text organisation and features  Comparing texts.  **Comprehension:** Boy Roald Dahl. Summarising chapters. | **Writing:**  Autobiographies: Text structure  **Writing:** Write an introduction and series of events for a fictional character. Editing skills. | **Writing:**  Autobiographies:  Text analysis  Scaffolded writing –autobiography of a superhero.  **Writing:** Autobiographies:  Independent writing and editing of a character from a traditional tale. | **Comprehension:**  Boy Roald Dahl. |
| Mathematics | MEP | MEP | | MEP | Assessment Week | MEP | MEP | MEP |
| Science | **Electricity** –  Prior knowledge assessment/ Identifying circuit symbols and their functions | **Electricity** –  Set up a series of enquiries that explore electrical circuits and various effects | | **Electricity** –  Identify from circuit diagrams those circuits that will or won’t work | **Electricity** – Investigate, design and make dimmer switch/  Describe how a dimmer switch affects resistance | **Electricity** –  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit | **Electricity** –  Assessment of knowledge retention of topic |  |
| History/Geography | **The Maya Civilisation**  What can we learn about the Ancient Maya from the lives of the Maya today? | **The Maya Civilisation**  What can we learn about the Maya by investigating their ancient cities? | | **The Maya Civilisation**  Why did the Maya have so many gods? | **The Maya Civilisation**  Were the Maya as clever as people in the 21st century? | **The Maya Civilisation**  What happened to the Maya? | **The Maya Civilisation**  Why should we remember the Maya? |  |
| Art / DT | **Structure** –  To explore ways in which pillars and beams are used to span gaps. | **Structure** –  To explore ways in which trusses can be used to  strengthen bridges. | | **Structure** –  To explore ways in which arches are used to  strengthen bridges. | **Structure** –  To understand how suspension bridges are able to  span long distances. | **Structure –**  To develop criteria and design a prototype bridge for  a purpose. | **Structure –**  To analyse and evaluate products according to  design criteria. |  |
| Religious Education World Views | **How significant is it that Mary was Jesus’ mother?**  Engagement Lesson – Deciding which qualities make a person suitable for a particular task | **How significant is it that Mary was Jesus’ mother?**  Investigation – What do we know about Mary? | | **How significant is it that Mary was Jesus’ mother?**  Investigation – Why was Mary chosen to be His mother? | **How significant is it that Mary was Jesus’ mother?**  Investigation – What is incarnation? | **How significant is it that Mary was Jesus’ mother?**  Evaluation - How significant is it that Mary was Jesus’ mother? | **How significant is it that Mary was Jesus’ mother?**  Expression - What would Jesus’ mother be like if God  chose to send Him back to be born today? |  |
| Computing | **We are Advertisers (iMovie)**  Investigating and planning an advert | **We are Advertisers (iMovie)**  Shooting content using the green screen | | **We are Advertisers (iMovie)**  Shooting content using the green screen | **We are Advertisers (iMovie)**  Sourcing other media | **We are Advertisers (iMovie)**  Editing adverts | **We are Advertisers (iMovie)**  Evaluating adverts |  |
| Music | **The Beatles - Pop**  Listen and appraise the music. | **The Beatles - Pop**  Learn and build on knowledge and understanding about the interrelated dimensions of music through musical activities. | | **The Beatles - Pop**  Identifying the pulse and rhythm of the music. | **The Beatles - Pop**  Learn and sing the song. | **The Beatles - Pop**  Play instruments with the song. | **The Beatles - Pop**  Play instruments with the song. |  |
| PE | **Beth Tweddle - Gymnastics** | **Beth Tweddle - Gymnastics** | | **Beth Tweddle - Gymnastics** | **Beth Tweddle - Gymnastics** | **Beth Tweddle - Gymnastics** | **Beth Tweddle – Gymnastics** |  |
| PSHE/RSE | **Lesson 1 Stressed Out** Managing emotions, developing relationships, managing change | **Lesson 2 Your Amazing Brain** Managing emotions, developing relationships, managing change | | **Lessons 3 - 4 Nelson Mandela** Equality & diversity, Global Dimension, Role Models, Groups and communities | **Lessons 3 - 4 Nelson Mandela** Equality & diversity, Global Dimension, Role Models, Groups and communities | **Lessons 5 - 6 Martin Luther King** Equality & diversity, Global Dimension, Role Models, Groups and communities | **Lessons 5 - 6 Martin Luther King** Equality & diversity, Global Dimension, Role Models, Groups and communities |  |
| MFL | **Hobbies**  Repeat new vocabulary through repetition and recognition activities. | **Hobbies**  Present and practise the phrases with ‘jugar’ then ‘practicar’, then other verbs. Employ activities that encourage pupils to categorise phrases into these groups. | | **Hobbies**  Point out the sound of ‘ar’ or ‘er’ at the end of verbs and introduce pupils to the concept of verbs and that they change, depending on the person and tense.  Express opinions about the different hobbies. | **Hobbies**  Revise verbs of opinion and extend to talk about the third person *le gusta* etc using famous personalities *J.K Rowling le gusta leer* | **Hobbies**  Develop the discussion about likes and dislikes by asking the pupils why they like or dislike an activity. | **Hobbies**  Write and adapt sentences about hobbies and preferences. |  |

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| **Linking knowledge across subjects** |
| Summarise where you will make links between the learning in different subjects  History/Computing – Creating adverts about chocolate in the Mayan times |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool  Music – Liverpool Pop Culture (The Beatles) |