



Year 6 Medium Term Plan – The Mayans

2023-2024

Term	Spring		
Key text	Holes by Louis Sachar		
Key Vocabulary	Mayan, Mexico, hemisphere, continent, cities, desert, river, canyon, ancient, farming		
Ongoing objectives through this topic	Identify the physical characteristics and key topographical features of the countries within North America. Describe a non-European society that provides contrasts with British history - Mayan civilization c.AD 900		
Topic curriculum coverage and content			
Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it's achieved?
Lesson 1 WALT: locate the country of Mexico	Geography	Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, countries and major cities.	Children will <ul style="list-style-type: none"> – Use maps to locate the county of Mexico. Where is it on the Earth? Hemisphere? Continent? Which countries surround it?
Lesson 2 WALT: discuss the physical geography of Mexico.	Geography	Identify the physical characteristics and key topographical features of the countries within North America.	Children will <ul style="list-style-type: none"> – Discuss in detail the climate and physical characteristics of Mexico. Desserts, Rio Grande River, Canyons.
Lesson 3 WALT: explore who the Mayans were and where they lived.	History & geography	Provide an account of a historical event based on more than one source Describe a non-European society that provides contrasts with British history - Mayan civilization c.AD 900	Children will <ul style="list-style-type: none"> – Explore the ancient Mayans and where they lived. Explore how the land they occupied changed over time.
Lesson 4 WALT: recap our learning on the country of Mexico	Geography	Assessment lesson – create a tourist brochure.	Children will <ul style="list-style-type: none"> – Create a tourist brochure to assess their learning on Mexico. To be shared with a younger class.

Lesson 5 WALT: explore Mayan farming methods	History	Provide an account of a historical event based on more than one source	Children will <ul style="list-style-type: none"> - Explain the method of terrace farming
Lesson 6 WALT: explore Mayan farming methods	History	Describe a non-European society that provides contrasts with British history - Mayan civilization c.AD 900	Children will <ul style="list-style-type: none"> - Explain the method of raised fields and slash and burn
Lesson 7 WALT: explore the history of chocolate	History	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Children will know: <ul style="list-style-type: none"> - Comparisons between Mayan chocolate and modern-day chocolate
Lesson 8 WALT: recap our learning on the Mayans	History	Assessment lesson – prepare a presentation for parents showcasing their learning on the Mayan civilisation.	Children will <ul style="list-style-type: none"> - Create a presentation to assess their learning on the Mayans. To be shared with parents.

Discrete Teaching

Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
Lesson 1 WALT: compare materials according to their properties	Science	<p>Properties and changes in materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p>	Lesson 1 children will <ul style="list-style-type: none"> - describe a material's properties - explain the uses of different materials based on their properties - sort and compare materials according to their properties
Lesson 2 WALT: investigate thermal conductors and insulators		<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	Lesson 2 children will <ul style="list-style-type: none"> - identify materials that are thermal conductors and insulators - explain what thermal conductors and insulators are

		<p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Working Scientifically</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, understanding the need for taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<ul style="list-style-type: none"> – plan and carry out an investigation into thermal conductors and insulators – give reasons for the uses of thermal conductors and insulators
Lesson 3 WALT: investigate which electrical conductors make a bulb shine brightest			<p>Lesson 3 children will</p> <ul style="list-style-type: none"> – identify electrical conductors and insulators – explain that some materials are better conductors than others – carry out an investigation to find the best electrical conductor
Lesson 4 WALT: investigate materials which will dissolve		<p>Design and carry out a range of their own experiments in order to answer key scientific questions.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Lesson 4 children will</p> <ul style="list-style-type: none"> – describe dissolving – can explain the difference between melting and dissolving – identify materials which will dissolve in water – investigate factors which affect the speed of dissolving
Lesson 5 WALT: use different processes to separate mixtures of materials			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> – identify different ways materials can be mixed together – use sieving, filtering, evaporating and other processes to separate mixtures of materials – know when to use which processes to separate mixtures

Lesson 6 WALT: identify and explain irreversible chemical changes			Lesson 6 children will <ul style="list-style-type: none"> - identify irreversible chemical changes - explain irreversible chemical changes - describe the new materials created in irreversible chemical changes
Lesson 1 WALT: investigate who Buddha was	RE Buddhism- Leicestershire Agreed Syllabus for RE Making sense of beliefs	Identifying and making sense of religious and non- religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation. Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, and the wider world.	Lesson 1 children will <ul style="list-style-type: none"> - know who Prince Siddhattha was - know how Buddha came to be - know that Buddha means 'enlightened' - know the impact this had on the Buddhist religion
Lesson 2 WALT: understand how Wesak is celebrated		Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	Lesson 2 children will <ul style="list-style-type: none"> - Know when Wesak is - Know that it is the celebration of Buddha's birthday - List 3 things Buddhists do to celebrate
Lesson 3 WALT: compare Buddha to gods in other religions		Lesson 3 children will <ul style="list-style-type: none"> - Understand that Buddha isn't a god - Know the names of gods from other religions - Say how Buddha is similar/different to the other gods 	
<p>Other RE Lesson to coincide with the celebration</p> <p>New Year's Day – 01/01</p> <p>Chinese New Year – 10/02</p>			

Shrove Tuesday – 13/02

Valentine's Day – 14/02

Mother's Day – 10/03

Easter – 31/03

Lesson 1 WALT: write a sentence using the correct form of 'de.'	French This is France	Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank Use a wide range of adjectives to describe people and things, and use different verbs to describe actions Adapt sentences to form negative sentences and begin to form questions Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun	Lesson 1 children will <ul style="list-style-type: none">- use a model sentence and substitute key words- create sentences independently, using online translators/dictionaries to help
Lesson 2 WALT: use a chart to ask and answer questions			Lesson 2 children will <ul style="list-style-type: none">- ask a question about distances- give an answer, writing the numbers in words
Lesson 3 WALT: use the correct words for up to 8 compass points			Lesson 3 children will <ul style="list-style-type: none">- use a map to work out the direction between cities, up to 4 compass points and write a sentence using the correct word for the direction- use a map to work out the direction between cities, up to 8 compass points and write a sentence using the correct word for the direction
Lesson 4 WALT: write in French about the landmarks of Paris			Lesson 4 children will <ul style="list-style-type: none">- write sentences in French about things that can be done when visiting Paris
Lesson 5 WALT: use the correct			Lesson 5 children will

form of être – present or past imperfect tense			<ul style="list-style-type: none"> - use a chart to decide whether to use était or est - write sentences using était or est
Lesson 6 WALT: use the correct form of adjectives			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> - choose the correct form of an adjective describing nationality - write sentences describing a person's nationality
Lesson 1 WALT: recognise that we have different types of relationships.	PSHE VIPS	<p>Explain the importance of respecting our VIPs</p> <p>Identify different ways to calm down when feeling angry or upset</p> <p>Understand that people have different opinions that should be respected</p> <p>Identify negative influences on our behaviour and suggest ways that we can resist these influences</p> <p>Explain when it is right to keep a secret, when it is not and who to talk to about this</p>	<p>Lesson 1 children will:</p> <ul style="list-style-type: none"> - Explain the importance of respecting their VIP's
Lesson 2 WALT: recognise that actions affect others			<p>Lesson 2 children will:</p> <ul style="list-style-type: none"> - The importance of responding appropriately.
Lesson 3 WALT: know its ok to disagree			<p>Lesson 3 children will:</p> <ul style="list-style-type: none"> - Strategies for resolving disagreements
Lesson 4 WALT: avoid feeling pressured			<p>Lesson 4 children will:</p> <ul style="list-style-type: none"> - That pressure can come from a variety of sources and it is ok to ask for help.
Lesson 5 WALT: explore secrets			<p>Lesson 5 children will:</p> <ul style="list-style-type: none"> - When it is appropriate to keep something confidential and when it isn't.
Lesson 6 WALT: recognise our responsibilities	PSHE Safety first	<p>Take responsibility for our own safety</p> <p>Assess and manage risks in different situations</p> <p>Confidently identify and manage pressure to get involved in risky situations</p>	<p>Lesson 6 children will:</p> <ul style="list-style-type: none"> - That growing up brings increasing independence and responsibilities

Lesson 7 WALT: identify and handle risks		Act sensibly and responsibly in an emergency Identify hazards and reduce risks to keep safe at home Know how to stay safe in different outdoor environments	Lesson 7 children will: - The difference between a danger, risk and hazard
Lesson 8 WALT: know how to respond in an emergency			Lesson 8 children will: - Who is responsible for keeping us safe
Lesson 9 WALT: understand the importance of online safety			Lesson 9 children will: - Responsible use of phones and ICT
Part of our P.E. will be taught by a school sports coach this term - he will deliver taekwondo.			
In music we follow the Leicestershire Music Scheme – this term lessons will teach the children about rhythm.			
For computing we use the Kapow computing scheme – this terms lessons will teach the children about data handling and the history of computers.			