



Girton Glebe Primary School Curriculum Organiser

Year 6 (Oak Class)

Spring 2

Key Skills

Geography:

- **Locating Mexico:** Identify the position and significance of longitude, latitude, the Equator, Northern & Southern hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, Prime Meridian and time zones
- **The Chihuahuan Desert and Cities of The Ancient Maya:** Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build understanding of the wider world
- **Daily Life in Mexico:** Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity, trade links and the distribution of natural sources



History:

- **Mayan Civilisation:** Learn about a non-European society that provides contrasts with British History
- Gain and deploy a historical understanding of abstract terms such as empire and civilisation

Hola Mexico!

This topic focuses on Ancient Maya and modern day Mexico, looking at its history and geography and diving into Mexican culture and traditions.



Key Vocabulary

Maya	temple	deity	glyphs
Dia de los Muertos	stelae	North America	climate
Chihuahuan Desert	Rio Grande River	Dia de la Independencia	Fiesta de Santa Cecilia
Aztecs	cuisine	mariachi	La Cucaracha
indigenous	civilisation	Pok-A-Tok	astronomy
Ulama	El Castillo	equinox	heritage

Key Knowledge

This topic continues from Spring 1, focusing on the objectives not yet covered.

Geography:

- Mexico is located in North America
- Its capital city is Mexico City
- Mexico has a diverse landscape with mountains, rivers, rainforests, deserts
- Its diverse climate allows for a large range of animals and plants to survive (including many types of cacti and over 700 species of reptile)
- Mexico is home to 130 million people, with a diverse population and rich cultural heritage
- There are vast differences between Mexico's large cities and rural communities
- The Chihuahuan Desert is one of the largest in North America, with the Rio Grande providing water
- Animals such as the pronghorn antelope and kit fox thrive here

History & Culture:

- Festivals (including Dia de los Muertos, Dia de la Independencia and Fiesta de Santa Cecilia) are a central part of Mexican culture
- Many Mexican foods can be traced back to the Mayans and Aztecs
- The Mayans played a key part in the creation of chocolate
- The Maya were indigenous people who lived in Mexico over 3,000 years ago
- Their Mayan calendar was very complex
- Mayan ball games such as Ulama and Pok-A-Tok were competitive, aggressive and often fatal
- Many Mayan temples still exist in Mexico today



English:

In English, we will focus on poetry & classics, covering the following skills:

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

We will also continue revising & consolidating our understanding of the following grammar:

- Using colons, semi-colons and dashes to mark boundaries between independent clauses
- Using colons to introduce a list and semi-colons between items in a list
- Using hyphens to avoid ambiguity
- Identifying subjects and objects within sentences and whether a sentence is active or passive
- Understanding the relationship between synonyms and antonyms and giving examples of these
- Using a wider range of cohesive devices to link ideas within and across paragraphs
- Understanding the difference between formal and informal register and using the subjunctive form where appropriate

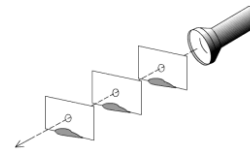
In **Reading**, we will continue to revise the following key skills, and focus on speed of reading and exam technique ahead of our SATs tests.

- **Summarise** the main events and key details of more than one paragraph, identifying details that support the main ideas
- Draw **inferences** about characters' feelings, thoughts and motives from their actions, providing evidence from the text
- Make reasonable **predictions** based on evidence in the text, both stated and implied
- Use **evidence** from the text to justify opinions or views
- Consider authors' **vocabulary** choices and the impact of these on the reader

Science:

This half-term we will continue our study of **Light**, completing our "**Crime Lab Investigation**" project. The skills covered will include:

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them



R.E:

We will be looking again at **Christianity**, focusing on the key question: **Is Christianity still a strong religion 2000 years after Jesus was on Earth?** The skills covered will include:

- Explain how the influence people have had on me has affected what I see as important and explain how I would like to be a positive influence on others
- Explain a range of arguments to suggest Christianity is a strong religion today and also give the opposing arguments
- Express my opinion as to whether Christianity is a strong religion, giving reasoned arguments


Maths:

Maths will focus on **Fractions, Decimals & Percentages, Shape, Position & Direction** and **Statistics** as well as revision of the key skills already learnt and continuing to develop our reasoning and problem-solving skills ahead of our SATs tests.

The skills covered will include:

- Knowing and recognising fraction, decimal and percentage equivalents
- Calculating the area and perimeter of shapes, including triangles and parallelograms
- Calculating the volume of cuboids
- Measuring and drawing angles accurately
- Calculating missing angles on a straight line, in triangles and in shapes
- Drawing 2D shapes and the nets of 3D shapes accurately
- Using co-ordinates in the 4 quadrants
- Performing translations and rotations with 2D shapes
- Reading and interpreting line graphs, bar graphs and pie charts
- Drawing pie charts
- Understanding and using pie charts with percentages
- Calculating the mean efficiently



<p>Music: To complement our topic, we will look at the following music skills linked to Mexican culture: baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, Latin American, folk, swing, and world music. Skills taught by Mrs Hamilton will include:</p> <ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory - Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary - Consider the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempo and dynamics; date of composition and style of performance. 	<p>PE: PE this half-term will be Dance and Tennis.</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="721 347 1137 667"> <p>Dance (Friday PM)</p> <p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will think about how to use movement to convey ideas, emotions, feelings and characters, while showing an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p> </td> <td data-bbox="1137 347 1541 667"> <p>Tennis (Monday PM)</p> <p>Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness, including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games.</p> </td> </tr> </table>		<p>Dance (Friday PM)</p> <p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will think about how to use movement to convey ideas, emotions, feelings and characters, while showing an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p>	<p>Tennis (Monday PM)</p> <p>Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness, including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games.</p>	<p>Class notices</p> <ul style="list-style-type: none"> • PE is on Monday and Friday afternoons. Please ensure that your child has both indoor and outdoor PE kit on these days. They should come to school in school uniform and will leave in uniform. • Homework will be set on a Friday and is due in the following Tuesday, unless otherwise specified. • Children should practise times tables and spellings and read at home every night; they should sign their reading diaries daily. Parents are kindly asked to sign children’s diaries at least once a week.
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<p>French:</p> <p>French this half-term will be taught by Miss Heggan; we will continue to practise our conversational French, continuing with our school topic of “A l’ecole”. We will:</p> <ul style="list-style-type: none"> • Name the subjects we study in school with the correct definite article / determiner • Extend sentences by giving an opinion on the school subjects and a justification for our opinion • Start to tell the time by learning how to say the hour • Say at what time we study certain subjects at school 					
<p>Art:</p> <p>We will use a range of media to link our art work to our Hola Mexico project and to Science. Our main art project will be:</p> <ul style="list-style-type: none"> • Learn about the extraction and use of cochineal dye to create a crimson colour • Explore how household acids and alkalis can alter the pH of the dye, and how this affects its colour • Experiment with cochineal dye, acids and alkalis to create a range of colours to be use in artworks 	<p>PSHE:</p> <p>We will be exploring the theme of “Healthy Me” through our Jigsaw PSHE scheme.</p> <p>This topic will cover:</p> <ul style="list-style-type: none"> • Taking responsibility for my health and wellbeing • Understanding the uses and effects of different drugs • Understanding how vulnerable people can be exploited • Knowing why some people join gangs and the risks this involves • Understanding what it means to be emotionally well • Exploring attitudes towards mental health and illness • Recognising stress and the triggers that can cause stress, and knowing ways to manage this 		<p>Computing:</p> <p>Mr Meachen will continue to teach Computing every Wednesday. This half-term, we will be using iCreate to complete the following project: Learn how to create different multimedia digital content, looking at filming, coding storyboards, complex editing, GIFS, Cinemagraph, AR and 3D drawing. Pupils will learn how these are applied in real-world contexts to create content for online and digital applications, including websites and IOS software. At the end of the half term, pupils will produce a digital gallery of their work and present it to the class in the app Keynote.</p>		

