



Girton Glebe Primary School Curriculum Inquiry

Oak Class (Y6) – Autumn 2

<p>English: Our core text this half-term will be Rain Player by David Wisniewski. We will use this as a stimulus for our Reading, Grammar and Writing lessons. We will write the following text types:</p> <ul style="list-style-type: none">• Instructional writing• Match reports / recounts• Diary entries• Non-chronological reports <p>We will continue to cover a lot of grammatical skills this half-term, revising and consolidating our understanding of the following:</p> <ul style="list-style-type: none">• Recognising the difference between formal and informal language and when these are appropriate	<h1>Where We Are In Time & Place</h1>				<p>Maths:</p> <p>Maths this half-term will focus on Fractions. The skills covered will include:</p> <ul style="list-style-type: none">• Identifying equivalent fractions• Simplifying fractions• Ordering and comparing fractions with different denominators• Place fractions on a number line• Adding and subtracting fractions• Adding and subtracting mixed numbers• Converting from mixed numbers to improper fractions and vice versa• Multiplying fractions by fractions• Multiplying fractions by integers• Dividing fractions by integers• Calculating fractions of amounts• Finding the whole if you know a fraction of an amount• Solving multi-step problems involving all of the above <p>We will also cover Converting Units of Measure. The skills covered will include:</p> <ul style="list-style-type: none">• Converting between metric measures• Converting miles to kilometres• Understanding imperial measures and how to convert these
	<h2>Central Idea</h2> <p>Past societies and our physical geography influence how we live.</p>				
	<h2>Lines of Inquiry</h2> <p>An inquiry into:</p> <p>How ancient civilisations, such as the Maya, became so influential How physical geography shapes human settlements How and why human civilisations have changed over time</p>				
	<h2>Key Vocabulary & Names (from a range of subjects)</h2>				
	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	



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<ul style="list-style-type: none">• Understanding how words are related by meaning as synonyms and antonyms• Using the passive voice to affect the presentation of information• Understanding and using the subjunctive form• Linking ideas within an across paragraphs by using a range of cohesive devices• Using appropriate layout devices to structure a text• Identifying the subject and object of a sentence• Using semi-colons, colons and dashes to mark the boundary between independent clauses• Using hyphens to avoid ambiguity					
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<p>Key Concepts:</p> <ul style="list-style-type: none"> • <u>Causation:</u> Why is the world as it is? • <u>Connection:</u> How is the past linked to now? • <u>Change:</u> How has the world changed over time? How are different countries & continents different & the same? 	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> • <u>Self-Management Skills:</u> time management, self-motivation, mindfulness • <u>Thinking Skills:</u> analysis, application, reflection • <u>Social Skills:</u> respecting others, supporting others, self-control
<p>Line of Inquiry: An inquiry into how ancient civilisations, such as the Maya, became so influential (<i>causation</i>)</p> <p>In this Line of Inquiry, we will cover the following concepts:</p> <p>In History (Ancient Maya)</p> <ul style="list-style-type: none"> • <u>Mayan Civilisation:</u> Learn about a non-European society that provides contrasts with British History, including the following knowledge: <i>Festivals (including Dia de los Muertos, Dia de la Independencia and Fiesta de Santa Cecilia) are a central part of Mexican culture</i> <i>Many Mexican foods can be traced back to the Mayans and Aztecs</i> <i>The Mayans played a key part in the creation of chocolate</i> <i>The Maya were indigenous people in Mexico over 3,000 years ago</i> <i>The Mayan calendar was very complex</i> 	<p>Line of Inquiry: An inquiry into how physical geography shaped human settlements (<i>connection</i>)</p> <p>In this Line of Inquiry, we will cover the following concepts:</p> <p>In Geography (Mexico & South America)</p> <ul style="list-style-type: none"> • <u>Locating Mexico:</u> 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 <i>Mexico is located in North America</i> <i>Its capital city is Mexico City</i> <i>Mexico has a diverse landscape with mountains, rivers, rainforests, deserts</i> <i>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)</i> • <u>The Chihuahuan Desert and Cities of The Ancient Maya:</u> Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build understanding of the wider world <i>The Chihuahuan Desert is one of the largest in North America, with the Rio Grande providing water</i> <i>Animals such as the pronghorn antelope and kit fox thrive here</i>



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*Mayan ball games such as Ulama and Pok-A-Tok were competitive, aggressive and often fatal
Many Mayan temples still exist in Mexico today*

Line of Inquiry: An inquiry into how and why human societies have changed over time (*change*)

In this Line of Inquiry, we will cover the following concepts:

In History (Ancient Maya)

- Gain and deploy a historical understanding of abstract terms such as empire and civilisation

In Geography (Mexico & South America)

- Daily Life in Mexico (Then & Now): Make comparisons between South America and Europe. 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

*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*

In Reading, we will cover the following skills, and begin to look at exam technique ahead of our SATs exams at the end of the year:

- Summarise the main events and key details of more than one paragraph, identifying details that support the main ideas

Science:

Taught by Miss Horne (IVC) on Monday afternoons.

This half-term we will complete an “**Electric Celebrations**” project.

The skills covered will include:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

French:

Taught by Miss Fox (IVC) on Thursday afternoons.

We will continue to practise our conversational French, with more of a focus this year on the four key skills of language learning: reading, writing, speaking & listening. This half-term, we will cover the topic of “**Quel temps fait-il?**” This includes:

- Recognise and recall 9 weather expressions in French
- Ask what the weather is today and give a reply in French
- Describe the weather in France, using a weather map



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<ul style="list-style-type: none"> • 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 	<p>PE: PE this half-term will be Hockey (Wednesday) and Gymnastics (Thursday) and will be taught by Miss Tweddle. The skills covered will include:</p> <p>Hockey Pupils will improve their defending and attacking skills, developing control and fluency in dribbling, sending and receiving a ball and playing under pressure. Pupils will consider how to use tactics and collaborate with others to outwit their opposition. They will also recognise the importance of fair play and honesty while self-managing games.</p> <p>Gymnastics Pupils will consider how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, and begin to develop sequences. They will build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils will develop performance skills, considering the quality and control of their actions.</p> <p>.....</p> <p>....</p>	<p>PSHE: Through our PSHE scheme, Jigsaw, we will be exploring the theme of “Celebrating Difference” this half term. This topic will cover:</p> <ul style="list-style-type: none"> - Am I normal? - Understanding difference - Power struggles - Why bully? (Inc. Anti-Bullying Week) - Celebrating Difference (Inc. Children In Need) <p>.....</p> <p>...</p>
<p>Art: Taught by Ms Shafi (IVC) on Friday afternoons.</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"> • Learning about the extraction and use of cochineal dye to create a crimson colour • Explore how household acids and alkalis can 	<p>.....</p> <p>....</p> <p>If you have any questions or concerns, please feel free to message me using Class Dojo, or email rjolly@gg.tela.org.uk ☺</p>	<p>Also happening this half-term...</p> <ul style="list-style-type: none"> • 11th Nov: Remembrance Service @ St Andrew's Church • 12th Nov: Odd Socks Day (as part of Anti-Bullying Week) • 12th & 14th Nov: Parents' Evenings (sign up online!) • 15th Nov: Children in Need • 2nd – 5th Dec: Bike Ability • 9th Dec: Christmas Carols @ St Andrews' Church • 12th Dec: Christmas Jumper Day, Christmas Dinner



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<p>alter the pH of the dye, and how this affects its colour</p> <ul style="list-style-type: none">• Experiment with a range of dyes, acids and alkalis to create a range of colours to be use in artworks		
<p>Class notices</p> <ul style="list-style-type: none">• PE is on Wednesday and Thursday afternoons. Please ensure that your child has both indoor and outdoor PE kit on these days. They should come to school in their school uniform and change at school.• Homework will be set on a Friday and is due in the following Friday, unless otherwise		



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<p>specified.</p> <ul style="list-style-type: none">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.		