



Girton Glebe Primary School Unit of Inquiry

Oak Class (Y6) – Spring 1

<p>English:</p> <p>Reading</p> <p>This half-term, our reading focuses on how stories, images, and symbolism are used to express belief, identity, and cultural values, linking closely to our inquiry into how civilisations are remembered.</p> <p>Focus text:</p> <p>Rain Player by David Wisniewski – a richly illustrated narrative inspired by Mayan civilisation, which allows pupils to explore how storytelling, imagery, and symbolism communicate religious belief, ritual, and perseverance. The text supports discussion around perspective and responsibility, and helps pupils consider how cultural expression shapes historical understanding.</p> <p>Alongside our core text, children will revisit and consolidate key reading skills and strategies in preparation for the end-of-year SATs. Lessons will include regular opportunities to practise exam-style questions, develop stamina when reading longer texts, and apply retrieval, inference, and reasoning skills with increasing confidence and independence.</p> <p>Key reading objectives:</p> <ul style="list-style-type: none"> Summarise the main events and key details across more than one paragraph, identifying evidence that supports key ideas. 	<h2 style="text-align: center;">How we express ourselves</h2> <p style="text-align: center;">Central Idea:</p> <p style="text-align: center;">The ways people express themselves can shape how a civilisation is remembered.</p> <p style="text-align: center;">Lines of Inquiry:</p> <p style="text-align: center;">An inquiry into how the connection between artistic styles and specific societies/civilisations (connection)</p> <p style="text-align: center;">An inquiry into what makes up a civilisation’s artistic style (form)</p> <p style="text-align: center;">An inquiry into how art can be a tool for historians (perspective)</p>	<p>Writing:</p> <p>This half term, pupils will complete their work on <i>The Last Bear</i> before beginning a new unit based on <i>Boy in the Tower</i> by Polly Ho-Yen. Through both texts, children explore how people respond to change, uncertainty, and challenge, and how writing can be used to express ideas, inform others, and influence understanding.</p> <p>Text(s):</p> <ul style="list-style-type: none"> The Last Bear – exploring themes of environmental responsibility, empathy, and human impact. Boy in the Tower by Polly Ho-Yen – a modern story in which familiar environments are disrupted, prompting pupils to consider perspective, resilience, and communication in times of change. <p>Key Writing Outcomes:</p> <ul style="list-style-type: none"> Warning posters and notices Packing lists and reflective writing Journalistic reports Formal letters Non-chronological reports (encyclopaedia-style entries) Narrative retellings Main outcome: An original narrative written using past and present tense <p>Skills Development:</p> <ul style="list-style-type: none"> Writing for a range of purposes and audiences.
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<ul style="list-style-type: none"> • Draw inferences about characters' feelings, thoughts, and motives using evidence from the text and illustrations. • Make reasonable predictions based on explicit and implicit information. • Use evidence from the text to justify opinions and viewpoints. • Consider authors' and illustrators' vocabulary and design choices, and their impact on the reader. 		<ul style="list-style-type: none"> • Organising writing clearly using paragraphs, headings, and layout features. • Using a wide range of vocabulary, grammar, and punctuation to add clarity and effect. • Planning, drafting, editing, and proofreading work to improve accuracy and impact. 																								
<p>Maths:</p> <p>Maths will focus on Ratio, Algebra and Decimals, as well as revision of the key skills already learnt and continuing to develop our reasoning and problem-solving skills. The skills covered will include:</p> <ul style="list-style-type: none"> • Using the ratio symbol • Understanding ratio as a fraction • Using scale factors • Drawing pictures to scale • Understanding proportion 	<p style="text-align: center;">Key Vocabulary</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Maya</td> <td>temple</td> <td>deity</td> <td>glyphs</td> </tr> <tr> <td>Dia de los Muertos</td> <td>stelae</td> <td>North America</td> <td>climate</td> </tr> <tr> <td>Chihuahuan Desert</td> <td>Rio Grande River</td> <td>Dia de la Independencia</td> <td>Fiesta de Santa Cecilia</td> </tr> <tr> <td>Aztecs</td> <td>cuisine</td> <td>mariachi</td> <td>La Cucaracha</td> </tr> <tr> <td>indigenous</td> <td>civilisation</td> <td>Pok-A-Tok</td> <td>astronomy</td> </tr> <tr> <td>Ulama</td> <td>El Castillo</td> <td>equinox</td> <td>heritage</td> </tr> </table>	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	<p>Science</p> <p>Science</p> <p>This half term, pupils will explore light and how it helps us to see and understand the world around us. Through practical investigations and enquiry, children will learn how light travels, how shadows are formed, and how light changes when it passes through different materials. These ideas link to our wider unit by helping children understand how scientific knowledge supports observation, discovery, and interpretation across time.</p>
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<ul style="list-style-type: none"> Using ratio and scaling in recipes Using function machines Forming algebraic expressions Understanding substitution Problem solving with formulae Solving 1 and 2 step equations Solving problems with 2 unknowns Understanding integers and decimals Rounding decimals Adding and subtracting decimals Multiplying and dividing decimal numbers by integers Multiplying and dividing by 10, 100 and 1,000, including decimals Revising key skills and methods learned in Autumn term Consolidating mental methods and considering the efficiency of different methods 	<p style="text-align: center;">Approaches to Learning:</p> <p>Communication: Presenting ideas clearly through discussion and visual explanation. Interpreting historical and artistic sources. Explaining how symbolism creates meaning.</p> <p>Self-Management Skills: Organising creative work and managing materials responsibly. Persevering through drafting, refining and improving work. Reflecting on learning and responding to feedback.</p> <p>Social Skills: Collaborating creatively and respectfully. Valuing different viewpoints and cultural perspectives. Supporting peers through constructive critique.</p>	<p>Key Learning Outcomes:</p> <ul style="list-style-type: none"> Understand how we see objects and the role light plays in vision. Explore how light travels in straight lines. Investigate how shadows are formed and how they change. Understand how light can bend when it passes through different materials. Use appropriate scientific vocabulary to explain ideas and observations. <p>Skills Development:</p> <ul style="list-style-type: none"> Planning and carrying out investigations. Observing carefully and recording results clearly. Evaluating findings and drawing conclusions. Communicating scientific understanding using diagrams and explanations.
<p>Line of Inquiry: An inquiry into what makes up a civilisation’s artistic style (Form)</p> <p>In this line of inquiry, pupils explore how artistic forms, symbols, and motifs communicate ideas, beliefs, and identity within a civilisation.</p>	<p>Line of Inquiry 2: An inquiry into how art can be a tool for historians (Perspective)</p> <p>This line of inquiry examines how artworks, objects, and symbols provide insight into the beliefs, priorities, and experiences of people in past civilisations.</p> <p>Art / Observation skills</p>	



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Art skills

- Observe and analyse patterns, materials, and symbols used in art and artefacts.
- Explore different artistic techniques to express meaning, mood, or cultural values.
- Create visual representations inspired by observed styles, considering purpose and audience.

History skills

- Use visual and written sources to understand daily life, beliefs, and practices of past societies.
- Identify characteristics that define a civilisation's style and compare across cultures.
- Draw conclusions about how art reflects societal values and identity.

PSHE / Wider skills

- Appreciate cultural diversity and the role of expression in society.
- Reflect on how personal creativity can communicate ideas responsibly.

- Analyse and interpret visual sources to understand meaning and context.
- Document creative decisions and reflections in sketchbooks or journals.

History skills

- Use artefacts, images, and texts to construct historical understanding.
- Consider multiple perspectives when interpreting sources.
- Make reasoned judgements about what historical sources reveal about society and culture.

PSHE / Wider skills

- Develop critical thinking and empathy when exploring others' experiences.
- Communicate ideas clearly in discussion and reflective writing.



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Line of Inquiry 3: An inquiry into how people use expression to shape legacy and memory (Responsibility)

This line of inquiry focuses on how the choices people make in expressing beliefs, identity, or power influence how they are remembered.

Art / Design skills

- Plan and create works that convey ideas, values, or cultural messages.
- Evaluate the impact of creative choices on an audience or viewer.

History skills

- Investigate examples of how individuals and societies have shaped their legacy through art, architecture, or writing.
- Consider the lasting effects of expression on culture and collective memory.

PSHE / Wider skills

- Reflect on personal responsibility when expressing ideas publicly.
- Consider ethical implications and the influence of expression on communities.

<p>PE</p> <p>This half term, pupils will take part in tag rugby and gymnastics. Both units promote teamwork, creativity, and reflection, helping children build physical confidence and collaboration, and linking to our unit concepts of connection and responsibility.</p> <p>Tag Rugby</p> <ul style="list-style-type: none"> • Develop running, dodging, passing, and catching skills. 	<p>Art / DT</p> <p>This half term, pupils will explore Mayan art and motifs, investigating how people use artistic expression to communicate beliefs, identity, and culture. Through careful observation of patterns, symbols, and artefacts, children will learn how art reflects the values and practices of a civilisation.</p> <p>Art</p> <ul style="list-style-type: none"> • Observe and analyse Mayan carvings, ceramics, masks, and glyphs. • Experiment with techniques using clay, sketching, and other materials to recreate patterns and motifs. • Document creative decisions and reflect on how artistic choices convey meaning and cultural identity. 	<p>R.E:</p> <p>This half term, pupils explore the question “<i>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</i>” They investigate the Christian belief in Incarnation—that Jesus was both fully human and fully divine—and consider how this is reflected in Christmas traditions and practices today. Through studying the nativity story, comparing modern celebrations, and conducting their own surveys, pupils evaluate which traditions best help Christians understand Jesus’ birth and purpose.</p>
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<ul style="list-style-type: none"> Apply tactics in game situations, demonstrating teamwork, perseverance, and fair play. Reflect on performance to identify strengths and areas for improvement. <p>Gymnastics</p> <ul style="list-style-type: none"> Explore balance, control, and fluidity in movement. Develop sequences using different shapes, levels, and dynamics. Work collaboratively to plan and refine performances, giving and using constructive feedback. 	<p>DT</p> <ul style="list-style-type: none"> Create Mayan-inspired masks in clay and small worry dolls, exploring materials, texture, and design. Plan and evaluate their work, considering how materials and motifs were used historically for expression or ritual. 	<p>The unit concludes with an expressive art piece representing this belief.</p> <p>Key skills: interpreting religious stories and symbols; evaluating traditions and beliefs; conducting and analysing surveys; expressing understanding through art and reflection.</p>
<p>PSHE:</p> <p>We will be exploring the theme of “Celebrating Difference”</p> <p>This topic will cover:</p> <ul style="list-style-type: none"> Am I normal? Understanding difference Power struggles Why bully? Celebrating difference 	<p>Computing- Web design and creation:</p> <p>This half term, learners are introduced to creating websites for a specific purpose. They explore what makes an effective webpage, plan their own layouts, and design pages that combine text, images, and hyperlinks to suit an intended audience. Through this process, children consider how digital design connects people, ideas, and information, and how technology continues to change the way we share and access knowledge. Pupils also learn about copyright, fair use, and how to use technology responsibly when selecting and using online media. By the end of the unit, they will have designed and evaluated a multi-page website that demonstrates clear navigation and thoughtful design.</p> <p>Key skills: designing and evaluating web pages; embedding and linking media; understanding copyright and fair use; creating navigation paths; using technology respectfully and responsibly.</p>	<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 Tuesday and is due in the following Monday, 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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Drama & Performing Arts:

Linked to our Reading work on War Horse, we will continue to explore these texts in further detail with Mr Griffin in our performing arts lessons. The reading, speaking and listening, and performance skills covered will include:

- Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Use movement, body language, facial expression and intonation to portray character and atmosphere

French:

Taught by Mdme. Harden (IVC) on Thursday afternoons.

We will continue to practise our conversational French, with more of a focus this year on the 4 key skills of language learning: reading, writing, speaking and listening. This half-term, Ms Holden will cover the topic of “Quel temps fait-il?” (What is the weather?).

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

If you have any questions or concerns, please feel free to message me using Class Dojo.