



UKS2 Year A Summer 1

The Maya Hola Mexico



	HISTORY AND GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	DT	ART/DT
	A study of a non-European society that provides contrasts with British history –Mayan civilization c. AD 900	Spelling, punctuation and grammar		Light	White Rose	Creation	Mexican Cooking	Drawing Painting
ENGAGE	In History we will learn about: CHRONOLOGY We will: independently place historical facts on a time line, recalling some facts from memory	Our grammar and punctuation content is:	We will be reading and talking about: Holes By Louis Sachar, The Mayans and their culture	We will learn to: recognise that light appears to travel in straight lines	Year 5 Angles Shapes Position & Direction Converting units	We will: explore stories and pictures which depict God as Creator of the Universe.	We will learn about:	We will learn about:
DEVELOP	HISTORICAL QUESTIONS ask and answer more complex questions through independent research	Year 5 Colons Semi Colons Parenthesis	We will be writing: a variety of genres and text types	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	Year 6 Properties of Shapes Position & Direction Post SATs Project Work	use the Bible to explore the creation stories in Genesis.	PREPARING AND COOKING FOOD We will: use appropriate tools and equipment to weigh and measure	SELECTION We will: describe how the techniques and themes used by other artists and genres have been developed in their own work.
INNOVATE	RECORDING select, organise and record relevant information from a range of sources to produce narratives, descriptions and explanations	Year 6 SATs Revision Dashes Revise Parenthesis		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		share experiences of awe in the natural world	NUTRITION evaluate meals and consider if they contribute towards a balanced diet.	USING A SKETCHBOOK We will: use a sketch book to record and experiment with ideas
EXPRESS	In Geography we will learn about: THE WORLD We will: describe and explain similarities and difference (human and physical)of a region in North or South America			use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.		how colour can be used to express religious feelings & ideas	ORIGINS OF FOOD identify which food comes from the UK and other countries in the world	COLLAGE embellish a 3-D form using collage techniques
	HUMAN AND PHYSICAL explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world			WORKING SCIENTIFICALLY report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations		learn about order and pattern in the universe.		
	WEATHER AND CLIMATE describe how extreme climates affect the lives of people living there and the human and physical geography					listen and respond to a range of views about creation.		
						distinguish between scientific and religious views.		



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Our American Adventure

Hola Mexico



Physical Education	PSHE	ICT	French	Music
Dance Invasion Games – Cricket / Rounders	DIVERSITY LOVE ROCKS Y6	Multi-media presentations	Seasons	Charanga Unit 5 Dancing in the Street sung by Martha and The Vandellas Music Genre: Motown Songs: I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder
<p>We will learn to: perform dances using a range of movement patterns.</p> <p>compare their performances with previous ones and improve to achieve their personal best</p> <p>Year 5 show/fluency/control in chosen dynamics in response to stimuli</p> <p>perform fluent dances with characteristics of different styles / eras</p> <p>adapt & refine(in pair/group), motifs that vary weight/space/rhythm</p> <p>use criteria to analyse motifs/sequences & suggest improvements.</p> <p>Year 6 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>perform /apply skills in additional net/wall game (e.g. badminton/tennis)</p> <p>perform /apply skills in additional invasion games (e.g. .tag rugby/hockey)</p> <p>choose & use combinations of skills confidently in several games</p> <p>know & play different positional roles in relation to mini games.</p> <p>know some principles of striking/fielding/attacking/defending in games</p>	<p>Through whole school assemblies, Key Stage assemblies, our KidSafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>Summer 1 DIVERSITY We will: explain the words "culture" and "racism" and give examples. Describe how different types of rights need to be protected, supported and balanced.</p> <p>Love Rocks teaches us about:</p> <p>Relationships: what they are and what makes a happy, safe and fair relationship.</p> <p>Grooming: what it is and how to get help if a child feels uncomfortable.</p> <p>Keeping Safe: how to stay safe, especially as they begin to get an increased independence and go to secondary school.</p> <p>Being Online: How to keep safe when online, on phones, computers, tablets and when gaming</p>	<p>We will:</p> <p>understand the term Multi-media and consider our audience</p> <p>insert images from the Internet & from file</p> <p>insert recorded text</p> <p>create a presentation of American Mayan Civilization theme</p> <p>present and evaluate our work</p>	<p>We will learn to:</p> <p>recognise that the pronoun "or" is often used in sentences relating to the date.</p> <p>respond to questions using simple opinions with help.</p> <p>understand French instructions to make a Chinese lantern with reference to English instructions and some help.</p> <p>recognise and write some adjectives after nouns with help.</p> <p>recognise that many adjectives go after the noun in French and therefore differ from English sentence structure.</p>	<p>We will: Listen and Appraise Identifying and moving to the pulse with ease. Thinking about the message of songs and comparing two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listening carefully and respectfully to other people's thoughts about the music. Talking about the musical dimensions working together in the Unit songs and how it makes use feel</p> <p>Sing Singing in unison including backing vocals. Exploring singing solo and listening to the group when singing. Following a leader when singing. Rapping and solo singing. Listening to each other and be aware of how you fit into the group and singing with awareness of being 'in tune'.</p> <p>Play Instruments In one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Rehearsing and performing our part within the context of the Unit song Listening to and follow musical instructions from a leader.</p> <p>Improvise Using instruments in the context of the song they are learning to perform.</p> <p>Compose Creating at least one simple melody using one, three or five different notes. Planning and creating a section of music that can be performed within the context of the unit song. Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Perform Choosing what to perform and creating a programme. Communicating the meaning of the words and clearly articulate them. Recording the performance and compare it to a previous performance. Discussing and talking musically about it – "What went well?" and "It would have been even better if...?"</p>