



Barrow Hedges Medium Term Topic Planner (Overview)

Year 6 Summer 2

Hola Mexico!

History: **Ancient Mayan Civilisation**

- To explore where and when the remains of the Mayan civilisation were discovered.
- To use Ancient Mayan artefacts to find out how Mayan civilisation developed over time.
- To find out about the city states of the Maya and how society was organised.
- To find out about Mayan religion and beliefs and how this affected their daily lives.
- To use sources to find out about everyday life for the Mayan people.
- To explore the major achievements of the Mayan people and present these to others.
- To understand the reasons behind the decline of the Mayan civilisation.
- To explore the similarities and differences between the Mayan civilisation and life in Britain today and in the past.

Music: **Hola Mexico**

Each unit in the Year 6 the music curriculum covers the following skills:

- To be able to recognise styles, find the pulse and recognise instruments.
- To understand a wide range of music drawn from different traditions and from great composers and musicians.
- To discuss all dimensions of music.
- To explore the link between sound and symbol.
- To use and understand staff and other musical notations.
- Continue to learn about working in a group/band/ensemble.
- To create my own responses, melodies and rhythms.
- To improvise and compose my own music.
- To perform to each other.
- To discuss/respect and improve our work together.
- To record my compositions.

Computing: **We are Network Engineers**

- To understand how computers pass information through digital codes.
- To develop an understanding of what a computer network is.
- To create a network to transfer digital code.
- To create a digital pathway.
- To develop a basic understanding of how domain names are converted to numerical IP addresses.
- To understand key features of internet communication protocols.

E-safety

- To understand that internet safety skills must always be switched on.

RE: **Sikhism**

- To know the symbolism of the 5Ks which are worn by some Sikhs.
- To identify the significance of the turban which is worn by some Sikhs.
- To reflect on what symbols of identity I wear.
- To find out about the importance of prayer to the Sikh community.

MFL: **Revision**

- To be able to hold a simple conversation with at least four exchanges.
- To use the context to work out unfamiliar words.
- To substitute words and phrases.

Science:

No focus this half term

D&T:

No focus this half term.



PE:

Indoors: **Dance (Strictly Come Dancing)**

- To be able to perform set dances with control and expression.
- To understand that dances reflect cultural and historical content
- To be able to work alongside others, recreating historical dances
- To be able to choose my own music and style.
- To work in groups to construct, practise, evaluate and improve composition and quality of a dance.

Outdoors: **Athletics**

- To develop the start and finish techniques for sprinting.
- To adapt running styles to suit the type of distance being covered and learn to sustain pace over a longer distance.
- To develop changeover skills in a relay.
- To develop a three stride pattern for hurdling and hurdling techniques.
- To develop a range of throwing techniques to suit the javelin, discus and shot put events showing an increase in distance being thrown.
- To jump thinking about the approach/preparation, the take-off flight and landing and apply these into long jump, triple jump and high jump/vertical jump.

Art & Design: **Mayan inspired art**

- To use a variety of approaches and methods to create a textured clay relief.
- To combine elements of line, pattern, shape and colour to paint a textured relief.
- To use sketch books to record ideas to use in my work.
To learn about great artists in history.
- To learn processes and techniques of lino printing.
- To learn how to over print to create different patterns
- To be able to be influenced by famous artists from different times and cultures.

Geography: **Rainforests**

- To name and locate countries in Central and South America and their major cities including Mexico.
- To understand that Central America (and thus Mexico) as a part of North America but not the USA
- To identify major rainforests and the countries they are in.
- To recap terms such as climate zones, vegetation belts and biomes and use these to explain the location of rainforests around the world.
- To locate and Identify the features of a rainforest using atlases and maps.
- To explore the layers of vegetation in a rainforest.
- To investigate the climate of the rainforest.
- To find out about the people and settlements of the rainforest and how they use the natural resources of the rainforest to live.
- To explore why the rainforest is under threat and the measures taken to protect it.

PHSE: **Changes**

- To be prepared for the transition to Secondary School.

Safeguarding:

- To know the risks of substances and drugs.
- To know the effects of different substances and drugs .

Citizenship:

- To identify that there are different kinds or responsibilities, rights and duties at home and in the community and that sometimes these conflict with each other.
- To know that resources are allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment.
- To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax'.

Relationships Education

- To establish ground rules for SRE lessons.
- To know the difference between sex, gender identity and sexual orientation.
- To know that changes will happen to the body during puberty.
- To know how a baby is conceived and develops and can begin to explain the process.
- To explain what happens when a baby is born and where it might happen.
- To know the importance of commitment and making decision freely.
- To understand the law and marriage.