

| Year Group: 6   |  |        |        | Bramble pledge Day of Dead Carnival celebration, Jeans for Genes Day, Cinema trip-current war |        |        |        |
|-----------------|--|--------|--------|---|--------|--------|--------|
| SUBJECT         | Week1  | Week 2 | Week 3 | Week 4  | Week 5 | Week 6 | Week 7 |
| ENGLISH         |  |        |        |   |        |        |        |
| Maths (INSPIRE) | <b>Inspire Maths</b>   |        |        |   |        |        |        |
| HISTORY         | <b>The Mayans</b><br>In this unit children will explore the world of the Maya, and especially why most of the Maya seemed to die out around 900AD  |        |        |   |        |        |        |
| GEOGRAPHY       | <b>Place Knowledge</b><br>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America- Mexico   |        |        |   |        |        |        |
| SCIENCE         | <b>Electricity</b><br>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>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<br>use recognised symbols when representing a simple circuit in a diagram.<br>Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors.<br>they should learn how to represent a simple circuit in a diagram using recognised symbols. Note: Pupils are expected to learn only about series circuits, not parallel circuits.<br>pupils should be taught to take the necessary precautions for working safely with electricity.<br>Pupils might work scientifically by: <ul style="list-style-type: none"> <li>• systematically identifying the effect of changing one component at a time in a circuit;</li> <li>• designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</li> </ul> |        |        |   |        |        |        |

|         |   |
|---------|---|
| PE      | <p style="text-align: center;"><b>Indoor and outdoor games</b><br/>Indoors netball<br/>Outdoor-tag rugby</p>  |
| ART     | <p style="text-align: center;"><b>Mayan Textiles/Printing</b><br/>Look at Mayan patterns – what do pupils notice about the patterns/colours/ textures, etc<br/>Pupils to sketch their own Mayan images in their sketchbooks.<br/>When perfected, pupils to etch an image onto an eraser using lino tools to use as a print image.<br/>Select two colours to layer the image using prints.<br/>Create a repeated pattern of the image to print onto fabric to make a cushion/wall hanging<br/>Embellish cushion/wall hanging by adding materials to provide interesting detail<br/>Embellish cushion/wall hanging by choosing from a ranging of stitching techniques<br/>Quilt, pad and gather fabric, where appropriate.<br/>**Artist Study - Frida Kahlo</p> |
| D and T | <p style="text-align: center;"><b>Mexican food</b><br/>With support from the Brunts Academy children are to spend an afternoon cooking authentic Mexican dishes – Guacamole, quesadillas and Salsa</p>  |
| RE      | <p style="text-align: center;"><b>Rites of passage</b><br/>Compare and contrast two<br/>different religions' rites of<br/>passage</p>   |
| Music   | <p style="text-align: center;"><b>Dead of the Dead- Mexico</b><br/>Listen to a range of Traditional day of the dead music. Students to pick their favorite from five tracks and design a suitable CD cover. They also need to write a CD review encourage people to listen/buy it</p>   |