

Dear Parents/Carers,.



GENERAL INFORMATION – SPRING TERM 2019

DATES FOR YOUR DIARY

- ❖ **Half-Term** – We break for half-term on Friday 15th February and return to school on Monday 25th February
- ❖ **Y6 SATs Information Evening** – Tuesday 26th February
- ❖ **Photos** – Y6 Memory Book (Mon 26th February)
- ❖ **Year 6 Trip** – Cadbury World, Birmingham on Thursday 28th February

Just a reminder that PE days are as follows:

- Mr Jacques – Monday and Tuesday
 - Mrs Bodicoat – Monday and Wednesday
 - Mrs Aldridge/Politano – Monday and Friday
- Can you also make sure **ALL** jewellery is removed and earrings are taken out before school.
Children should wear a plain white t-shirt and preferably black shorts/leggings.

BEHAVIOUR

- By Year 6 I'm sure you all know how to behave so that you set a good example to the younger children in the school.
By Year 6 we expect everyone to realise that their behaviour is their choice. This means you can't blame anyone else for what you do.

PROBLEMS

- Sometimes we all have problems; problems with work, problems with friends etc. You are always welcome to come and talk to your class teacher and we will try and help sort the problem out.
- No problem is too small or silly. If we know about it we can help sort it.

SPRING TERM CURRICULUM

- Our focus during the Spring term is on the 'Mayans', who were an ancient civilisation from central America.
All other curriculum subjects will link to the unit focus for the term.
In Science we will be studying 'Evolution & Inheritance'
In Maths we will be focusing on developing Fluency, Problem Solving and Fluency through the topics of Number, Measurement, Statistics, Geometry, Shape and Algebra.

Please visit our school website: <http://www.havelockschools.org.uk/index.php/for-pupils/year-6>

We look forward to working with you over the next year and getting to know your child and you. Year 6 team



Year 6 Curriculum Overview: Spring 2019:

Who were the Mayans and what have we learnt from them?



Hooks for learning:

Visit to Cadbury World.
Creation of a Mayan environment (Temple)
Mayan Masks, Mayan 3d Chocolate Bar

Key Texts:

Biography of Mary Anning

As scientists can we...?

- Vary factors, predict, create fair tests and explain using scientific evidence?
- Recognise that living things have changed over time and that fossils provide information about living things from millions of years ago.
- Research Charles Darwin and Mary Anning
- Investigate why we don't look exactly like our parents.
- How humans, animals and plants have adapted over the years.

As thinkers can we...?

- Think about how the Mayans have influenced our lives today?

As talkers can we...?

- Consider what evidence is there to suggest that the Mayans were a very advanced society?
- Interview, through role-play/hotseating etc. what life was like as a Mayan?
- Collect information and present what we have found?

As designers can we...

- Use a range of information to inform a design.
- Develop and define plans as necessary.
- Consider culture and society in our design.
- Design and make a mask in the style of the Mayans.

1. Who were the Mayans and where/when did they live?
2. What evidence is there that the Mayans were an advanced civilisation?
3. Why was the sun an important feature of Mayan life?
4. What has the Mayan civilisation got in common with space travel?
5. What was 'Pok-a-Toc' and how was it played? How might it have influenced some of today's games?
6. What was everyday life like for the Mayans?
7. Where does chocolate come from?
8. How did the Mayans use calendars?
9. How did the Mayan civilisation end?

As Historians can we...?

- Say where a period of history fits on a timeline
- Place historical events and people from the past societies and periods in a chronological framework
- Recognise and describe the similarities and differences between life rich and poor Mayan and between Mayan society and life in Britain in 2019
- Describe features of historical events, including what we have learnt from Mayan civilisation through using a range of evidence from different sources?
- Suggest why there might be different interpretations of events.
- Appreciate the advancements made by the Mayans and what we have learnt from their civilisation.

As writers can we...?

- Develop our poetic skills through 'The Power of Imagery'.
- Evaluate traditional stories.
- Explain how civilised and advanced the Mayans were.
- Persuade Mrs Davey to allow the Game of Pok-a-Toc'.
- Create a balanced argument linked to healthy eating and chocolate.

As musicians can we...?

- Perform a 'round'.
- Use our knowledge to compose a 'round'.
- Teach our composition to others.

Using Technology can we...?

- Create a Mayan mask
- Create packaging for a chocolate bar.

SMSC...

- Discussing different opinions on the Mayans.
- Understand the consequences of behaviour and actions.
- Investigate moral & ethical issues.
- Co-operating to solve conflicts
- Understand how the Mayans have shaped and influenced modern Britain.