

<p><b>Year Group: 6</b>  <b>Name of project:</b> Marvellous Mayans  <b>Term:</b> Autumn 1  This term our learning is going to be History led. The children will be investigating the question – Who were the Mayans and why do we study them?</p>	<p><b>Summary of current hook:</b>  Artefact inferences – Year 6 will be given a variety of artefacts that links to different aspects of the Mayan culture. They will create a journal page with sketches of the artefacts and make inferences of the Mayan Civilisation.</p>	<p><b>Summary of current celebration:</b>  In small groups, the children will research a given topic, design a way to present their learning and deliver their learning to the rest of the Year group.  Additionally, they will be creating a knowledge organiser that shows the learning the children have achieved throughout the half term.</p>
<p><b>Learning Journey</b></p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Non-Euro contrast with Britain: The Mayan Civilisation.</li> <li>• Artefact inferences – what can we learn about Mayan culture based on artefacts from the Mayan civilisation?</li> <li>• Where and when was the Mayan Civilisation?</li> <li>• Research and present information on key aspects of the Mayan Civilisation.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• 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</li> <li>• 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</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>		<p>RSE- This half term, Year 6 will be completing RSE work on ‘Me and My relationships’.</p>
		<p>E-Safety – We will continue to promote the Tell a Trusted Adult (TATA) policy within our daily practise and deliver the message of teaching children how to stay safe online will continue to be promoted through ICT lessons.</p>
		<p>Outdoor Learning- We will be beginning our longitudinal study investigating how the eco system of the pond area changes throughout the year and taking responsibility for its up keep. This will link to our science learning on classification later in the year.</p>
<p><b>What are the current curriculum links to maths and English?</b></p> <ul style="list-style-type: none"> <li>• The children will be using a range of media to research and present information on the Mayan civilisation.</li> <li>• Produce a knowledge organiser based on learning from the topic.</li> <li>• Investigating the Mayan number system and comparing to the place value system used by them.</li> <li>• Using reading comprehension skills to infer, respond, select and retrieve and to answer questions about topic related texts.</li> </ul>		<p><b>Key dates</b>  <b>16.09.21 – Hooke Cooke virtual meeting. 4pm</b>  <b>23.09.21 - Meet the Teacher. 4pm</b>  <b>07.10.21 – National Poetry Day</b></p>
<p><b>Independence</b>  The children will be provide with the relevant tools and learning environments tools to ensure they are ready for learning including Children will be given the opportunity to make their own decisions when presenting their knowledge and understanding.  Children will be encouraged to set their own goals and targets by responding to feedback, peer and self-assessment  Children will know the importance of listening to and using guidance from others  Children will start to understand that approaches to learning my differ.</p>	<p><b>Never Giving Up</b>  The children can draw from previous experiences to support their learning  The children will be able to use a range of ways to help themselves with their learning by using the appropriate resources and scaffolds provided.  All tasks will be carried through to the end to ensure success.  The children will recognise that it is okay to make mistakes  Children can view constructive feedback as a positive challenge and use it to make progress</p>	<p><b>Teamwork</b>  Children listen to others and respect and inclusion of each group member and their ideas  Children understand what a group is and how to be part of a team they are expected to work effectively within a group, drawing upon the strengths of each team member  I can communicate ideas to others and recognise each team member is required to make a positive contribution to  The children will show collaboration in the presentations given with every group member  Children can work with a team to achieve a common goal  Children can respect and support other people’s ideas and opinions through praise  Children know that group work is fully inclusive and groups made up of children with varying levels of confidence</p>

<p style="text-align: center;"><b>Growth Mindset</b></p> <p>Children are required to approach difficult learning with self-belief  Children will be able to use models in lessons and inspiration in the success of others  Children will understand that to practise difficult learning more often as this will help them to get better  Children will start to make links between their new learning and what I already know  Children will know and understand how to make my brain grow through new challenges</p>	<p style="text-align: center;"><b>Innovators</b></p> <p>Children can imagination and make free choices and resources in a variety of situations  Children can present their learning in a different way from other people  Children feel confident exploring an idea which may not have a right or wrong answer in the end  Children will always been courage confident enough to have a go!  Children will start to understand that ideas can be expressed and there could be more than one idea.</p>	<p style="text-align: center;"><b>Evaluators</b></p> <p>Children can identify at least one thing which has gone well in my learning  Children will recognise and say how I feel about their learning, making an assessments about how the task is going  Children will be confident enough to make a constructive comment about others' work  Children will be able to say what would help them to do the task better next time  Children will use reflection time wisely and understand this could inform future learning.</p>
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<p style="text-align: center;"><b>Support for securing key concepts and skills</b></p> <ul style="list-style-type: none"> <li>• Support vulnerable pupils with a greater understanding of scale – link to maths</li> <li>• Support with physical skills of using tools such as saws</li> </ul>	<p style="text-align: center;"><b>Challenge and extension to deepen understanding</b></p> <ul style="list-style-type: none"> <li>• Challenge children to use if ICT as part of design process</li> <li>• Use of ICT to communicate design ideas (time lapse video/creative way to present design process)</li> <li>• Consistency of design criteria relating to sustainability across the year group</li> </ul>
<p><b>Specific Pupils</b></p>	<p><b>Specific Pupils</b></p>