

Magnificent Maya

Starting Questions:

Who were the Maya?

Deeper thinking questions:

How has communication and counting developed over time?

How has land usage over time changed? How can we play our role in preventing a global crisis?

What is eco-tourism and what impact does it have?

Why is classification important?

How can we celebrate differences?

<p>Thu - chocolate workshops Code breaking - using hieroglyphs Who / When / Where? Mayan counting system / Roman numerals / comparison Times tables</p>	<p>Geography - where the Maya are from? Land use over time - urbanisation / deforestation Mapping skills - locating / comparing Mini SPR - Thursday 11th (Talk for Maths) Big Write - information text on Fair Trade</p>	<p>Rainforest in the classroom Debates - save the rainforest P4C / Speaking and listening Science - classification Short write - why save the rainforest</p>	<p>The Viewer literacy Big Write - persuasive texts - Why we should /should not go to the Maya ruins? - link into ICT</p>	<p>Art - Totem poles Big Write - story - where do they go? The Viewer literacy Science - habitats and animals that live in the rainforest</p>	<p>Celebrating differences week RE - Islam The Maya culture</p>	<p>Next term:</p>
<p>4.1.18</p>	<p>8.1.18</p>	<p>15.1.18</p>	<p>22.1.18</p>	<p>29.1.18</p>	<p>5.2.18</p>	

Year Group: 6

Cupcake: *Spring 1.*

Date written: 13.12.17

Key Resources needed:

- Clay

Books needed:

- The Viewer

Things to organise:

- Chocolate workshops

LITERACY:

NUMERACY:

SCIENCE: Living things and their habitats

PSHE: SMART moves

ART: 3D / drawing still life

DESIGN: /

COMPUTING: Multi-media (publisher) / E-safety

GEOGRAPHY: Skills and fieldwork (repeat similarities and differences)

HISTORY: The Maya

MUSIC: Taught by specialist (drumming)

PE:

RE: Islam

LANGUAGES: Taught by specialist