



# Year 6 Curriculum Term 2

Topic Title: Hola Mexico	
English	Maths
<p><b>Reading – ‘Holes’</b></p> <p>In the upcoming term, the focus of our Reading lessons will revolve around the compelling novel 'Holes' by Louis Sachar. Through our Whole Class Guided Reading sessions, we will delve into various aspects of the text to enhance our students' literacy skills.</p> <p>Whole Class Guided Reading Schedule:</p> <p>Lesson 1 (Vocabulary / General Knowledge): This session will concentrate on expanding the students' vocabulary and reinforcing their understanding of key concepts within the text.</p> <p>Lesson 2 (Just Read): Students will engage in independent reading of the assigned passages, fostering a love for literature and encouraging personal interpretation.</p> <p>Lesson 3 (Close Read): Through a detailed analysis of select passages, students will develop a deeper comprehension of the text's themes and characters.</p> <p>Lesson 4 (Comprehension): This session will focus on honing the students' ability to comprehend and articulate the events and messages conveyed in the novel.</p> <p>Lesson 5 (Library Visit): To nurture a love of reading beyond the classroom, students will have the opportunity to explore the school library and choose books of personal interest.</p> <p>By following this structured reading programme, we aim to cultivate a generation of enthusiastic and proficient readers.</p>	<p><b>Fractions</b></p> <p><b>1. Equivalent Fractions and Simplifying</b></p> <ul style="list-style-type: none"><li>Demonstrate understanding of equivalent fractions (e.g., recognising that <math>\frac{6}{9}</math> and <math>\frac{2}{3}</math> are equivalent).</li><li>Simplify fractions to their lowest terms.</li></ul> <p><b>2. Equivalent Fractions on a Number Line</b></p> <ul style="list-style-type: none"><li>Identify and represent equivalent fractions on a number line.</li></ul> <p><b>3. Compare and Order Fractions (by Denominator)</b></p> <ul style="list-style-type: none"><li>Compare and order fractions with different denominators.</li><li>Use knowledge of multiples and common denominators to compare fractions.</li></ul> <p><b>4. Compare and Order Fractions (by Numerator)</b></p> <ul style="list-style-type: none"><li>Compare and order fractions with the same denominators but different numerators.</li></ul> <p><b>5. Add and Subtract Simple Fractions</b></p> <ul style="list-style-type: none"><li>Add and subtract fractions with the same denominator.</li></ul> <p><b>6. Add and Subtract Any Two Fractions</b></p> <ul style="list-style-type: none"><li>Add and subtract fractions with different denominators.</li><li>Make use of equivalent fractions to perform calculations.</li></ul> <p><b>7. Add Mixed Numbers</b></p> <ul style="list-style-type: none"><li>Add mixed numbers (combinations of whole numbers and fractions).</li></ul> <p><b>8. Subtract Mixed Numbers</b></p> <ul style="list-style-type: none"><li>Subtract mixed numbers.</li></ul> <p><b>9. Multi-Step Problems Involving Fractions</b></p> <ul style="list-style-type: none"><li>Solve problems involving more than one step and fractions.</li></ul>

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## Non-Fiction – Information texts – Mayan Gods

### Toolkit: Building on Y3/4 work:

The framework for non-chronological report introduced in Y3/4 should be practised and extended in Y5/6, with increasing emphasis on writing across the curriculum. These are likely to be more abstract and outside the children's immediate experience.

- When assembling arguments:
  - try to support views with reasons, examples and/or evidence
  - OR Make it clear when you include an opinion- I think...In my opinion...
  - OR Try to persuade within the arguments. It is important to know the difference between these ways of arguing.
- Write openings to introduce the reader and explain why you are discussing an issue
  - Since last summer, people have been arguing about whether or not to build a supermarket next door to our school.  
We think everyone should be clear about the reasons before a decision is made.
- Give examples which move from the general to the specific
  - Most shoppers would agree that...One lady, who has shopped in the town for many years, told us...
- Use indirect, reported speech
  - It has been said that...the local policeman told us that...
- Vary sentence structure, length and type: -complex sentences to combine and compress information -short sentences for effect
- Sentence openers - Interestingly, From our point of view, Indeed, there could even be
- Passive voice to sound more formal (Y6)
  - It could be said that ...Additional disturbance would be created by...
- Conditional and hypothetical sentences using the subjunctive 'were'
  - If..., then....sentences using the subjunctive 'were' If that's the best they can offer..., If it were to be approved...
- Use persuasive devices to press points.

- Demonstrate the ability to apply fractions to real-life situations, such as measurements and quantities.

### 10. Multiply Fractions by Integers

- Multiply simple fractions by whole numbers.

### 11. Multiply Fractions by Fractions

- Perform multiplication operations between two fractions.

### 12. Divide a Fraction by an Integer

- Divide simple fractions by whole numbers.

### 13. Divide Any Fraction by an Integer

- Apply division to any fraction by an integer, needing to reciprocate and multiply where necessary.

### 14. Mixed Questions with Fractions

- Tackle a variety of questions involving arithmetic operations with fractions.
- Apply conversion between mixed numbers and improper fractions where necessary.

### 15. Fraction of an Amount

- Calculate a fraction of a given quantity or number.

### 16. Fraction of an Amount – Find the Whole

- Determine the whole quantity from a given fraction and part of the quantity (e.g., if  $(\frac{3}{4})$  of a number is 18, find the whole number).

### Measurement – converting units

#### Metric Measures

- **Understanding Units:** recognise and understand the relationship between different metric units of measurement (including kilometres, metres, centimetres, millimetres, kilograms, grams, litres, and millilitres).
- **Estimation and Comparison:** estimate, compare, and determine the appropriateness of different measures for various contexts (e.g.,

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- Address readers from time to time to hold attention and draw them in to the arguments:
  - inviting them to speculate You may be wondering why...
  - asking questions How would you like to...?
  - Using exclamations How infuriating! What a nuisance!
- Extend the range of connectives given in year 5 to link sentences and paragraphs interestingly, coherently and effectively, including:
  - Addition also, furthermore, moreover, additionally,
  - change of direction although, on the other hand, unfortunately, however, despite
  - cause and effect so that, owing to, due to,
  - uncertainty perhaps, it is possible that, another possible reason...
  - comparison equally, similarly, just as, in contrast, whereas
  - emphasis most/least of all, importantly
- Make views sound more reasonable through use of modal verbs might/may/could be, and words and phrases that leave room for alternative views or contrary facts often/usually/commonly/mostly/tend to/are likely to...
- Use a variety of phrases for drawing conclusions In conclusion, To sum up, Having considered, In the light of, Given these arguments, On the whole, By and large, In the circumstances, All things considered,
- When you have finished, re-read and check you have been fair to both sides.

## Fiction – A wishing story with a focus on suspense

### Toolkit: Building on Y3/4/5 work:

Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips. Start story at any point of the 5 part structure. Maintain plot consistently working from plan

- Paragraphs –Secure use of linking ideas within and across paragraphs Secure development of characterisation

choosing between centimetres and metres for measuring room dimensions).

### Convert Metric Measures

- **Conversion Skills:** ability to convert between different units within the metric system (e.g., converting from grams to kilograms and vice versa).
- **Conversion Factors:** Mastery of the appropriate conversion factors, such as 1000 grams in a kilogram or 100 centimetres in a metre, is essential.

### Calculate with Metric Measures

- **Performing Calculations:** use addition, subtraction, multiplication, and division to solve problems involving measurements in metric units.
- **Application in Real-Life Scenarios:** Ability to apply their calculation skills in practical context such as calculating the perimeter of a garden or the weight needed in a recipe.

### Miles and Kilometres

- **Understanding Distance Units:** when to use miles and when to use kilometres and be able to articulate the type of measurements where each is typically utilised.
- **Conversion between Miles and Kilometres:** to convert miles to kilometres and vice versa, using the approximate equivalent of 1.609 kilometres per mile.

### Imperial Measures

- **Recognition of Units:** familiar with imperial units used in the UK, such as inches, feet, yards, pints, and pounds.
- **Using Imperial Measures:** Capability to estimate and measure using imperial units, and understand where and why they might still be used (e.g., measuring a person's height in feet and inches).

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- Secure use of simple / embellished simple sentences. Secure use of compound sentences Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:
- Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.
- Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors
- Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.
- Demonstrate knowledge and understanding of how to create suspense including:
  - hide the threat;
  - use an abandoned setting or lull the reader with a cosy setting
  - personify the setting to make it sound dangerous – use the weather and/or time of day to create atmosphere
  - make your character hear, see, touch, smell or sense something ominous
  - surprise the reader with the unexpected
  - suggest something is about to happen
  - reveal the character's thoughts, e.g. She wondered if she would ever escape the darkness.
- slow the action by using sentences of three and drop in clauses.

### RE

#### Gospel

#### CORE:

- Identify features of Gospel texts (for example, teachings, parable, narrative).
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

### PSHE

#### Don't Forget to Let Love In

- **Courage** and showing love through actions
- What are you worth? Working out what we are worth
- People say I am: Encouraging one another with kind and positive words & accepting the words spoken about us
- Thumbs Up: Recalling significant events and people in our lives so far

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- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

## KNOWLEDGE

### BUILDING BLOCKS

#### PUPILS WILL KNOW THAT:

- The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.
- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

- Gratitude jar Thinking of things we are grateful for each week
- Signs to Spot Identifying early signs of illness (Reflection and self-evaluation)

## Music

### Musicianship:

- Tempo: 66 bpm (Adagio, a slow pace)
- Time Signature: 3/4 (3 crotchets in every bar)
- Rhythmic patterns using minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers and their rests
- Key Signature: A minor (no sharps/flats)
- Melodic patterns using the notes A B C D E F G
- Improvisation – CDEFGAB

**Listen and Respond:** Selection of songs (see overview)

**Singing:** Selection of songs (see overview)

**Playing:** Glockenspiel/Recorder – ABCDE / DEFF#GABbB (4 levels)

**Improvising and composition:** 1,2,3 and 5 notes – CDE/GAB/CDEFG

## PE

### Teacher Led – Dance using moves Latin and Samba

To be able to perform basic movements to music, and to build a simple themed dance focusing on Latin and Samba Dance.

Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures.

### TSC- Gymnastics

Pupils should be taught to develop flexibility, strength, technique, control and balance through gymnastics. Pupils will continue to develop partner/ group based routines, developing confidence in balances and counterbalances and how to continue to link movements/ balances with a range of transitional skills.

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<b>Performing:</b> Perform and share what has taken place in the lesson	<b>Fundamental Movement Skills addressed:</b> Locomotor- Running, Walking, Hopping, Jumping (height & distance), Leaping Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting, Swinging Object Control- Control
<b>French</b>	<b>Computing</b>
<b>Unit 11 – Je vais aller en vacances!</b> Holidays  <b>Unit 12 – Dans la salle de classe</b> classroom items	<b>Creating Media – Webpage Creation</b> <ul style="list-style-type: none"> <li>To review an existing website and consider its structure</li> <li>To plan the features of a web page</li> <li>To consider the ownership and use of images (copyright)</li> <li>To recognise the need to preview pages</li> <li>To outline the need for a navigation path</li> <li>To recognise the implications of linking to content owned by other people</li> </ul>
<b>Connected Curriculum</b>	
<b>History</b>	
<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>
<b>Ancient Mayan Civilisation</b> <b>Timeline of Important Events or Concepts:</b> 2500 BC–900 AD: Rise and fall of the Maya civilization in Mesoamerica. 2000 BC– 250 AD: Preclassic period – development of agriculture, writing, and urban centres. 250–900 AD: Classic period – peak of Maya civilization, construction of great cities like Tikal and Copán. 600–900 AD: Collapse of many Maya cities, decline in population. 900 AD–1600s: Postclassic period – Maya civilization continues in smaller city-states. Late 16th century: Spanish conquest and colonization of Maya lands. <b>Interesting Facts:</b>	<b>Comparison with Contemporary Civilisations</b> Students should be able to compare and contrast the Mayan civilisation with other contemporary civilisations, such as the Ancient Egyptians and Mesopotamians, considering similarities and differences in culture, technology, and impact on the modern world. <b>Impact and Legacy</b> Pupils should understand the reasons for the decline of the Mayan civilisation and discuss theories surrounding this. They should explore the impact and legacy of the Mayan civilisation on later cultures and the modern world, including continued influences in areas like mathematics, astronomy, and ecology. <b>Critical Thinking and Source Evaluation</b>

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The Maya were skilled astronomers and created accurate calendars.  
They developed a complex writing system with over 800 hieroglyphs.  
Maya cities were abandoned around 900 AD for reasons not fully understood.  
Chichen Itza, a famous Maya site, features a pyramid known as El Castillo.  
The Maya practiced human sacrifice as part of their religious beliefs.

## Endpoints:

By the end of this topic, students should know:

1. The key characteristics of the Maya civilization.
2. The significance of Maya achievements in writing, mathematics, and architecture.
3. The reasons for the decline and collapse of many Maya cities.
4. The impact of Spanish colonization on the Maya civilization.
5. The legacy of the Maya civilization in Mesoamerican culture and history.

Students should be able to analyse and evaluate different types of sources, including archaeological evidence and primary texts, for what they reveal about the Mayan civilisation.  
They should engage in critical discussions about the reliability and biases of sources, constructing well-grounded arguments based on their findings.

## Communicating Historical Knowledge

Pupils should be able to communicate their understanding of the Mayan civilisation effectively, using appropriate historical vocabulary.  
They should present their knowledge in a variety of formats, including written pieces, presentations, and discussions, accurately and coherently.

1. [BBC Bitesize - Ancient Maya Civilization](#)
2. [National Geographic Kids - Maya Civilization Facts](#)
3. [The British Museum - Maya Civilization](#)

## Geography

### Substantive Knowledge

#### Locating Mexico

Mexico is located in North America.  
It is situated in the southern part of North America, on the continent's narrowest point.  
Mexico is bordered by the United States to the north and Belize and Guatemala to the south.  
It is part of the Americas, which include South America, Central America, and North America.  
Mexico is in the Western Hemisphere.  
The country lies west of the Prime Meridian and east of the International Date Line.  
Mexico is in the Northern Hemisphere.  
It is located above the equator, specifically in the tropics.

### Disciplinary Knowledge

#### Geographical Skills:

Reading and interpreting world maps and satellite images.  
Drawing sketch maps to represent geographical features.  
Using atlases and online resources to gather information.  
Labelling and identifying major cities, surrounding seas, mountain ranges, airports, and tourist resorts.

#### Maps, Atlases, and Globes

Maps, atlases, and globes are important tools to locate and understand different regions of the world.  
They provide information about the physical features, climate, and location of a place.

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## Endpoints

1. Locate Mexico on a world map or globe.
2. Identify that Mexico is in the Western Hemisphere and north of the Equator.
3. Describe Mexico's position in relation to its surrounding countries.
4. Create a sketch map of Mexico, including its major cities, surrounding seas, mountain ranges, airports, and tourist resorts.

## The Chihuahuan Desert

### Location and Climate of the Chihuahuan Desert

The Chihuahuan Desert is located in North America, primarily in the Mexican states of Chihuahua, Coahuila, and Sonora, and extends into portions of Texas and New Mexico in the United States.

It is the second-largest desert in North America, covering approximately 450,000 square kilometres.

The desert's climate is characterized by hot summers and cold winters. It experiences low rainfall, with average annual precipitation ranging from 150 to 300 mm.

### Animal and Plant Species Found in the Chihuahuan Desert

The Chihuahuan Desert is home to various unique animal species, including:

Desert bighorn sheep

Kit fox

Roadrunner

Diamondback rattlesnake

Plant species that thrive in the desert's arid conditions include:

Prickly pear cactus

Agave

Yucca plant

Creosote bush

### People and Challenges in the Chihuahuan Desert

The Chihuahuan Desert is sparsely populated, but there are communities of indigenous peoples such as the Apache and Tarahumara.

Local people face challenges such as:

Limited access to water for drinking and agriculture

Extreme temperatures and harsh environmental conditions

Students should learn how to read and interpret maps, atlases, and globes, including understanding key symbols, legends, and grid references.

By using these tools, students can locate the Chihuahuan Desert, find its neighbouring countries, and identify other deserts around the world.

## Research and Presentation Skills

Students should work collaboratively in groups to conduct research on the Chihuahuan Desert and present their findings to others.

Research skills include gathering information from reliable sources such as books, websites, and articles.

Effective presentation skills involve organizing information logically, using appropriate visuals, and presenting the research in an engaging manner to captivate the audience.

## Research Skills

Use a range of non-fiction books, both physical and digital, to gather information about daily life in Mexico.

Take notes on key facts, interesting details, and any comparisons that can be made.

Cite sources appropriately when using information obtained from books and websites.

## Geographical Skills

Analyse and evaluate the gathered information to understand daily life in Mexico and make comparisons with a UK region and St Nicks.

Identify similarities and differences in the human geography, including infrastructure, population, culture, and lifestyle.

- [BBC Bitesize - Geography](#)
- [National Geographic Kids - Mexico](#)
- [Kids World Travel Guide - Mexico](#)
- [World Atlas - Mexico](#)
- [Google Earth](#)
- [National Geographic: Deserts](#)
- [World Wildlife Fund: Chihuahuan Desert](#)
- [DesertUSA: Chihuahuan Desert](#)

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Protecting the fragile desert ecosystem from human activities like mining and unsustainable land use

## Endpoints

1. Locate the Chihuahuan Desert on a map, atlas, or globe.
2. Identify and describe some of the animal and plant species found in the Chihuahuan Desert.
3. Explain the climate and geographical characteristics of the Chihuahuan Desert.
4. Understand the challenges faced by the people living in the Chihuahuan Desert.
5. Present their research findings in an engaging and informative way.
6. Compare and contrast the Chihuahuan Desert with their own area.

## Daily Life in Mexico

### Daily Life for Mexican Children

Mexican children typically start their day early in the morning, often waking up around 6 or 7 a.m.

Many Mexican children may help with household chores before getting ready for school.

Children usually attend school five days a week, from Monday to Friday, with Saturday and Sunday being the weekend.

After school, children engage in various activities such as playing sports, spending time with friends, or helping their families with tasks.

Family is an important part of Mexican culture, so it's common for children to spend time with their immediate and extended family members.

### Schools in Mexico

Mexican schools often have a structured curriculum with similar subjects to those in the UK, including Mathematics, Science, English, History, and Geography.

Some schools may also teach Spanish, the main language spoken in Mexico.

School days usually start around 8 a.m. and end around 2 or 3 p.m.

Students wear uniforms to school, which can vary depending on the school and region.

Teachers play a significant role in imparting knowledge and often expect students to show respect and diligence.

- [BBC Bitesize: Maps and Atlases](#)
- [DKfindout! Mexico](#)
- [Mexico For Kids](#)
- [Primary Homework Help - Mexico](#)
- [CultureGrams](#)
- [BBC Bitesize - Geography - Mexico](#)

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## Meals in Mexican Families

Mexican cuisine is diverse and rich in flavours. Families enjoy a wide range of traditional dishes.

Common ingredients in Mexican meals include corn, beans, rice, meat (such as chicken, beef, or pork), vegetables, and various types of chili peppers.

Some popular Mexican dishes include tacos, enchiladas, tamales, and guacamole.

Traditional Mexican families often have their main meal, called "comida," in the early afternoon.

Mexican cuisine also includes snacks such as tortilla chips, salsa, and fruit-based desserts like flan.

## Life in Mexican Cities vs. Rural Areas

Mexican cities are typically vibrant and bustling, with large populations and modern infrastructure.

Children growing up in cities often have access to more amenities, educational resources, and entertainment options.

Rural areas, on the other hand, are characterized by small towns or villages and agricultural activities.

In rural areas, children may be more involved in farming, animal husbandry, or supporting their families' livelihoods.

Access to schools and resources can be more limited in rural areas compared to cities.

## Endpoints

1. Describe a typical day for a Mexican child, including routines, school activities, and family aspects.
2. Explain the key characteristics of schools in Mexico, highlighting similarities and differences with schools in the UK.
3. Discuss the common meals enjoyed by Mexican families and compare them with typical British dishes.
4. Compare life in Mexican cities to rural areas, considering factors such as population, resources, and lifestyle.

Identify and describe the human geography of Thanet), drawing comparisons with Mexican cities.

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# Year 6 Curriculum Term 2

Art	
Substantive Knowledge	Disciplinary Knowledge
<p><b>Day of the Dead Skulls</b></p> <p><b>What is the Day of the Dead?</b></p> <p>The Day of the Dead is a Mexican holiday celebrated to honour deceased loved ones. It is a vibrant and festive occasion, focusing on celebrating the lives of those who have passed away.</p> <p><b>Sketching Techniques</b></p> <p>Using coloured pencils to add depth and detail</p> <p>Understanding light and shadow to create a 3D effect</p> <p>Blending colours for a smooth transition</p> <p><b>Clay Modelling</b></p> <p>Clay is a versatile material that can be moulded into various shapes and forms. It is commonly used in art and sculpture to create three-dimensional artworks.</p> <p><b>Anatomy of a Skull</b></p> <p>Understanding the basic structure of a skull is essential for creating a realistic representation. Pay attention to features such as eye sockets, nasal cavity, and jawbone.</p> <p><b>Colour and Symbolism</b></p> <p>The Day of the Dead is known for its use of bright colours and intricate patterns. Consider incorporating traditional Mexican motifs such as marigolds, sugar skulls, and papel picado.</p> <p><b>Endpoints</b></p>	<p><b>Art Techniques</b></p> <p>Clay Modelling: Learn how to manipulate clay by rolling, shaping, and smoothing it to create your skull.</p> <p>Sgraffito: Try scratching or etching designs into the clay surface for added detail and texture.</p> <p>Painting: Use acrylic paints to add colour and intricate designs to your skull.</p> <p><b>Cultural Appreciation</b></p> <p>Gain an understanding and appreciation of Mexican culture and traditions surrounding the Day of the Dead festival. Explore the significance of skulls and skeletons in Mexican art and folklore.</p> <p><b>Design Principles</b></p> <p>Consider elements such as balance, symmetry, and contrast when planning your skull design. Think about how different colours and patterns can create visual interest and convey meaning.</p> <ul style="list-style-type: none"><li><a href="#">The Day of the Dead - BBC Bitesize</a></li><li><a href="#">How to Make a Skull out of Clay - Artful Parent</a></li><li><a href="#">Day of the Dead Skull Drawing Tutorial - Art is Fun</a></li></ul>

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1. Sketch a Day of the Dead skull outline with pencil.
2. Add intricate designs and patterns using coloured pencils.
3. Apply colour theory knowledge to create visually appealing artwork.
4. Create a detailed Day of the Dead skull using clay
5. Apply art techniques such as clay modelling, sgraffito, and painting to their artwork.
6. Experiment with colour and pattern to create a visually striking and culturally meaningful piece.

## Design and Technology

### Substantive Knowledge

#### Mexican foods

The ancient Maya civilisation, renowned for their advancements in agriculture and culinary arts, introduced a variety of delicious and nutritious foods to the world. Some of the popular foods enjoyed by the Maya included:

Avocado: A versatile fruit rich in healthy fats and nutrients.

Guacamole: A delicious dip made from mashed avocados, lime juice, and seasonings.

Tortilla: A staple food made from maize flour, commonly used as a base for other dishes.

Sweet Potato: A nutritious root vegetable packed with vitamins and minerals.

Squash: A versatile vegetable that can be roasted, mashed, or used in soups.

Papaya: A sweet and tropical fruit abundant in vitamins and antioxidants.

Horchata Drink: A refreshing beverage made from a blend of milk, sugar, ground almonds, and vanilla.

Salsa: A flavoursome sauce made from tomatoes, onions, chillies, and herbs.

#### Endpoints

1. Identify and describe the key food items introduced by the ancient Maya.

### Disciplinary Knowledge

#### Research and Analysis:

Investigate the history and culinary practices of the ancient Maya civilisation.

#### Food Preparation:

Experiment with making guacamole, tortillas, or salsa using authentic Maya ingredients.

#### Healthy Eating:

Compare the nutritional benefits of Maya foods with modern food choices.

#### Presentation:

Design an appealing display showcasing Maya-inspired dishes for a class tasting event.

#### Reflection:

Reflect on the flavours and textures of Maya foods and their place in the global food landscape.

#### Preparation

Washing and chopping ingredients safely.

Organising ingredients and equipment.

Understanding recipe instructions.

#### Cooking

Cooking techniques such as frying and chopping.

Understanding heat levels and cooking times.

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# Year 6 Curriculum Term 2

2. Explain the cultural significance of these foods in Maya society.
3. Analyse the nutritional value of Maya foods and evaluate their place in a healthy diet.
4. Create their own Maya-inspired dishes using traditional ingredients.

## Savoury Mexican Dishes

### Salsa

A popular Mexican condiment made with fresh ingredients such as tomatoes, onions, chillies, and coriander.

Usually served as a topping for tacos, quesadillas, and other dishes.

### Quesadilla

A Mexican dish made with tortillas filled with cheese and other ingredients such as chicken, peppers, or beans.

Cooked on a griddle until the cheese melts and the tortilla is crispy.

### Guacamole

A traditional Mexican dip made from mashed avocado, lime juice, onions, tomatoes, and seasonings.

Often served with tortilla chips or as a topping for tacos and burritos.

### Endpoints

1. Name the main ingredients needed for salsa, quesadilla, and guacamole.
2. Follow a recipe accurately under adult supervision.
3. Prepare and present at least one of the three dishes to a satisfactory standard.

Mixing and blending ingredients.

### Presentation

Plating up dishes attractively.

Serving dishes with appropriate accompaniments.

Evaluating the taste and presentation of the final dishes.

- [Maya Food and Agriculture](#)
- [Maya Food and Drink](#)
- [BBC Good Food – Mexican recipes](#)
- [Jamie Oliver – Mexican recipes](#)

**Courage**

**Resilience**

**Honesty**

**Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"