




**Holy Trinity Church of England Academy**  
**Termly Plan**  
**Year Group 6**

<b>Focus + Area of Curriculum</b> e.g <b>Engage, Develop, Express Innovate</b>	<b>Objectives</b>	<b>Activity and lesson outline</b>	<b>Differentiation</b>	<b>Resources/ Key Questions</b>	<b>Next Steps/ Necessary Skills</b>
1.Engage DT	To create and sample a range of Mexican food and drinks.	A carousel of activities with different Mexican food and drink. Children investigate the different foods on offer (chilli, burritos, refried beans, tortillas, tacos, guacamole). At two stations the children make the food. Guacamole and tomato salsa Pupils to review each food or drink as it is tasted.	SEN/LAPs – prompt questions available to initiate discussion, simple review sheets with scores for liking or disliking a product.  MAPS – word bank for use in reviews  HAPS – independent review of the different foods.	<b>Horchata</b>  This is a truly authentic Mexican drink that you need to try. Many Latin American countries copy this recipe with different ingredients. But, it is Mexican tradition to make this refreshing drink with rice, water, milk, cinnamon, vanilla, and sugar. This recipe from <a href="#">All Recipes</a> is a definite must try even if you don't think you are going to like it. Many people don't think it is the drink for them, and then after they try it, they can't get enough. Check out the simple recipe below for this refreshing, non-alcoholic, Mexican drink.	



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				<p><b>Ingredients</b></p>  <ul style="list-style-type: none"><li>-1 cup uncooked white long-grain rice</li><li>-5 cups water</li><li>-1/2 cup milk</li><li>-1/2 tablespoon vanilla extract</li><li>-1/2 tablespoon ground cinnamon</li></ul>	
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				<p><i>-2/3 cup white sugar</i></p> <p><b>Directions</b></p> <p><i>1. Pour the rice and water into the bowl of a blender; blend until the rice just begins to break up, about 1 minute. Let the rice and water stand at room temperature for a minimum of 3 hours.</i></p> <p><i>2. Strain the rice water into a pitcher and discard the rice. Stir the milk, vanilla, cinnamon, and sugar into the rice water. Chill and stir before serving over ice.</i></p> <p><b>Aqua Fresca</b></p> <p>“Aqua fresca” is a Spanish phrase that literally translates to mean fresh water. If that doesn’t scream “simple”, then what does? This non-alcoholic Mexican drink has all the qualities that you would desire in a drink: refreshing, simple, and delicious. Plus, this recipe is great because you can use any fruit that you desire. It can even be a seasonal drink, where in the summer you use only fresh summer fruits. This recipe</p>	
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from [About.com Mexican Food](https://www.about.com/food) is a must-try, using fresh fruit, sugar, and lime or lemon juice to flavor your water should be a go-to when you are craving a sweet drink on a hot summer day.

***Ingredients***



*-4 cups drinking water*

*-2 cups of fresh fruit*

*-1/4 cup sugar*

*-2 teaspoons lemon or lime juice*

*-lemon or lime for garnish (optional)*




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				<p><b>Directions</b></p> <p><i>In a blender combine water and fruit, puree until smooth. Pour the mixture through a sieve into a pitcher or serving container. Stir in lemon or lime juice and sugar. Add additional sugar to taste. Garnish with a lemon or lime wedge.</i></p> <p><b>Piña Colada</b></p> <p>Piña coladas are a common summer drink that people crave. Although this drink was founded in Puerto Rico, it is a great frozen drink that has made it's way into many Mexican restaurants. Making this drink non-alcoholic opens up so many doors. Now it is not only an adult drink, but you can make this recipe for your kids and their friends. This recipe from <a href="https://www.food.com">Food.com</a> only requires 3 ingredients and one step to make this delicious creation. You need to try this recipe if you are looking for a non-alcoholic drink to please family, friends, and your kids this summer. (Note: This recipe only makes 1 serving!)</p>	
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				<p><b><i>Ingredients</i></b></p>  <p><i>-2 ounces unsweetened pineapple juice</i></p> <p><i>-1 ounce cream of coconut</i></p> <p><i>-1/2 cup ice</i></p> <p><b><i>Directions</i></b></p> <p><i>1. Blend in blender until desired consistency is achieved.</i></p> <p><b>Virgin Sangria</b></p> <p>Ah, the traditional Spanish sangria, but without alcohol. So this isn't a authentic Mexican drink, but you can usually order</p>	
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				<p>sangrias from your favorite Mexican restaurant. If you are not the type to consume alcohol, then this is a refreshing drink that you will love. This recipe from <a href="#">a sweet pea chef</a>, does require more ingredients than the previous recipes, but if you are feeling daring, then it is a must-try. Refrigerating this drink for at least 3 hours allows the ingredients to blend together, which makes it even more delicious. Remember that people say the longer you let it sit, the more delicious it will be! .</p> <p><b>Ingredients</b></p>  <p>– 3 cups grape juice -3/4 cup apple juice</p>	
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				<p>-1/2 cup orange juice</p> <p>-1 tbsp. lemon juice</p> <p>-1 lemon, thinly sliced, with peel</p> <p>-1/2 lime, thinly sliced, with peel</p> <p>-1 medium orange, thinly sliced, with peel</p> <p>-1 small apple, cored, sliced into 8ths, with peel</p> <p>-1 small black plum, thinly sliced, with peel</p> <p>-2-3 cups sparkling mineral (carbonated) water or club soda, to taste</p> <p><b>Directions</b></p> <p>1. Combine the fruits and juices in a large pitcher.</p> <p>2. Refrigerate for at least 3 hours, overnight preferably, to allow for flavors to combine.</p>	
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				3. Prior to serving add mineral water/carbonated water and stir together.	
2.Engage Art/DT	To create Mexican style art.	<p>Introduce children to the Dia de los Muertos (Day of the Dead) celebrated from October 31 to 2<sup>nd</sup> November (linked with Christian All Hallows Eve). Show powerpoint of the festival paying particular attention to the skull masks worn.</p> <p>Show children a range of the different skull designs for the day of the dead festival.</p> <p>Give children blank skull templates to draw their own design onto.</p>	<p>SEN – simple design already on skull template which children can add to or just use and colour.</p> <p>HAPS – Blank skull templates.</p>	<p>What is the day of the Dead festival all about?</p> <p>What is the significance of the skulls?</p> <p>What do you notice in common about the skull designs?</p> <p>Skull templates blank            Skull templates with design            Image bank of skulls            Day of the Dead festival powerpoint</p>	
3.Engage PE	To create movement that	<p>Show children youtube clip of el jarabe tapatio</p> <p><a href="https://www.youtube.com/watch?v=WFz1AMqr0EQ">https://www.youtube.com/watch?v=WFz1AMqr0EQ</a></p>	LAPs – follow given dance moves	Hall space	



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	expresses the mood with precision and control.	<p>Talk through learning a simplified version of the dance. Look at a series of simplified steps to begin the dance using...</p> <p><a href="https://www.youtube.com/watch?v=JcTnrKRlnT0">https://www.youtube.com/watch?v=JcTnrKRlnT0</a></p> <p>Split children into pairs and work through the dance moves covered in the tutorial. Move on to extend the better dancers to come up with moves they saw in the folk dance video that would work in the simplified version.</p>	<p>MAPs – follow given dance moves with precision</p> <p>HAPs- create own dance moves</p>	Youtube link	
4. Develop Geography	To use secondary sources to discover key geographical and physical features of Mexico.	<p>Give out atlases to the children and challenge them to find Mexico. Once found give out a blank world map to the children. They must mark Mexico on their map.</p> <p>Then give children a larger map of Mexico and challenge them to mark key places and features of Mexico onto their map using i-pads, atlases, non-fiction books as a reference tool.</p>	Mixed ability pairs – more support needed with SEN (possibly group of 3)	<p>What are the provinces of Mexico?</p> <p>What is the capital city?</p> <p>Which seas/oceans are on its coastline?</p> <p>What are the main geographical features? (deserts/mountain ranges)</p> <p>I-pads Atlases Blank maps Range of information books about Mexico</p>	
5. Engage Geography ICT	To describe an environmental region.	Use maps, atlases and globes to locate the Chihuahuan Desert. Work in groups to learn about the animal and plant species found there, what the climate is like, the people who live there and the difficulties they face.	LAPS – PPT template created already which needs to be filled in and adapted by	Teacher Note The Chihuahuan is the largest desert in North America, stretching all the way from south western United States deep into the central Mexican highlands. Encourage children to compare the physical	



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S&L	To use ICT to present information.	<p>Decide how they will use ICT to present their research to others, and when feeding back, point out how this area differs from their own area. Children to produce a ppt/word document or publisher document to display their research.</p> <p>Children to ensure their work is clearly organised, easy to see and has a range of pictures to help illustrate their research.</p> <p>Children present their work to the rest of the class.</p>	<p>them for their own information.</p> <p>MAPS –free choice of program</p> <p>HAPS – free choice of computer program - animations and transitions to be considered for effect.</p>	<p>geography of the Chihuahuan Desert with a region in the UK and Europe.</p>	
6.Develop History	To compare life in Mexico to our own lives.	<p>Use a range of non-fiction books to find out about daily life in Mexico, especially what it's like for children of a similar age. Answer questions such as: What is a typical day like for a Mexican child? What are schools like? What meals do families like to eat? Compare their findings with the human geography of their own area.</p> <p><a href="https://journeynorth.org/tm/monarch/jr/DayLifeStudentA.html">https://journeynorth.org/tm/monarch/jr/DayLifeStudentA.html</a></p> <p>Children use similarities and differences sheet to compare the life of a Mexican school child with their own.</p>		<p>Teacher Note Provide a good range of non-fiction books for children to read and research. The web can be used, but often has sensitive information not appropriate for children, such as reference to Mexican drug abuse.</p>	
7.History English		<p>Look at a range of images that illustrate aspects of ancient Maya civilisation. Work in pairs to talk about</p>	<p>Mixed ability pairs.</p>	<p>Teacher Note There is debate about how to use the term 'Maya' or 'Mayan'. In academic</p>	



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		<p>what they can find and develop a list of questions that would form a basis for further research work.</p> <p>What does the evidence shown in the pictures tell us about the Mayan civilisation?</p> <p>Record what they believe they can tell from the pictures in bullet point form linking the picture to explain. Write a list of questions that they have about Mayan civilisation.</p>		<p>use, 'Mayan' is restricted to referring to their languages; 'Maya' is the adjectival form used for non-linguistic aspects.</p>	
8.Develop History ICT	To use research skill to find ou tabout Mayan writing.	<p>Use the web to find out more about the ancient Maya writing system. Find, cut and paste examples of the Maya 'glyphs' into a Word document. Divide their name into Maya syllables by finding them in a syllabary chart. Record their name using Mayan glyphs.</p>		<p>How did Mayans record knowledge?</p> <p>What is a glyph? What is a syllable?</p> <p>Glyphs are the writing of the ancient Maya. The Maya were one of only three civilisations that invented a complete system of writing. Although until relatively recently, the glyphs were not understood, the 'Maya Code' has largely been broken and it is possible to understand much of what was written on temples, monuments, stelae and other objects made by the ancient Maya.</p>	
9.History DT	To follow a recipe and makeMaya chocolate.	<p>Find out about the Maya chocolate making process by looking at Mayan chocolate ppt and then make their own chocolate. Follow recipe to make authentic Maya version which was a thick spicy drinking chocolate.</p>	Mixed ability pairs.	<p>Cacao Cinnamon Chilli Maya chocolate ppt Recipe sheet Milk Microwave Jugs cups</p>	



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		<p>Try adding orange zest, white chocolate buttons and even chilli to experiment with the taste and texture of the chocolate. Taste and enjoy!</p> <p>Teacher Note The Maya drank rather than ate their chocolate and regarded it as 'food of the Gods'. Hieroglyphs depicting chocolate being poured for rulers and Gods can be found on Maya murals and ceramics. Observe safety and hygiene in food preparation.</p>		<p>Sugar/honey Orange zest White chocolate buttons</p>	
<p>10, 11, 12. DT/Art  2to3 lessons</p>	<p>To work with clay to produce 3d art influenced by Maya Stelae.</p>	<p>Create amazing stone carvings like the intricate Maya stelae. Begin by looking at examples of the beautifully detailed stelae, sketching parts of their designs and looking particularly at patterns and shapes. Working in pairs, create a design that would transform a block of clay into a sculpture in the style of the Maya stelae. Before starting to shape the clay, listen to a safety brief on how to use tools safely.</p> <p>Teacher Note A Maya stela is a very large stone slab inscribed with hieroglyphs that tell a story about a major event. Make up a large stela by linking individual blocks made by each child.</p>		<p>Air dry clay Pictures of Mayan stelae</p>	
<p>13. Geography ICT</p>	<p>To investigate the cities of the Mayans</p>	<p>Locate some of the main cities of the ancient Maya civilisation (Uxmal, Chichén Itza, Tulum, Tikal Guatemala, and Copán, Honduras) on a map of South America. Note their positions in relation to the Southern Hemisphere, the equator and countries of South America. Use Google Maps to zoom in on their location and describe any local geographical features. Use a range of sources to find out about regional climates.</p> <p>Create a powerpoint to explain their findings.</p>		<p>Why were the Maya cities situated where they were?  Computer suite</p>	



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		<p>Teacher Note Each of the great Maya cities is next to a cenote, or natural well. The cave water was essential because, although the Maya lived in a tropical forest, fresh surface water was rare. The cenote provided drinking water, as well as irrigation water for crops when rain was scarce.</p>			
14.Art	To use light to create art inspired by Kumi Yamashita	<p>Find out about El Castillo, a pyramid shaped temple in the centre of Chichén Itza. During the spring and autumn equinox, the sun casts a series of triangular shadows, which creates an illusion the Maya described as a feathered serpent crawling down the pyramid.</p> <p><a href="https://www.youtube.com/watch?v=ZPcT92HgQY4">https://www.youtube.com/watch?v=ZPcT92HgQY4</a></p> <p>Observe a range of shadows and identify the objects that create them. Discuss why shadows are the shape they are.</p> <p><a href="https://www.youtube.com/watch?v=65BRB3kuvv8">https://www.youtube.com/watch?v=65BRB3kuvv8</a>  <a href="https://www.youtube.com/watch?v=nVs3nCVUYYc">https://www.youtube.com/watch?v=nVs3nCVUYYc</a></p> <p>Children could create their own shadow illusions inspired by artists such as Kumi Yamashita. Look at the videos above and then experiment creating own shadow art using torches, white paper, objects from around the artroom/classroom. Photograph the created shadow art using ipads.</p>		<p>Torches          Ipads          White paper          Objects to make shadows</p>	
15.Art	To investigate Maya style food.	<p>Taste foods enjoyed and in some cases introduced to the world by the ancient Maya civilisation, including, sweet potato, squash, papaya, a Horchata drink (a blend of milk, sugar, ground almonds and vanilla).</p>			



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		<p><a href="https://www.youtube.com/watch?v=OkLm6f1YMnM">https://www.youtube.com/watch?v=OkLm6f1YMnM</a></p> <p>Consider whether the Maya diet was healthy and explain why.</p> <p>Teacher Note Children could describe the taste of each food type and score for preference. Collate results to find out which food was the most popular across the group. Consider how healthy the Maya were by finding out the nutritional value of each food type. Be aware of any food allergies</p>			
16.DT Done over split sessions because of freezing time.	To create a Mexican style sweet treat.	<p>Enjoy a sweet Mexican treat, such as 'arroz con leche' ice pops! Work with an adult to bring water, rice and sugar to the boil in a saucepan. Reduce the heat and simmer for 15-20 minutes until the rice is soft and the water has been absorbed. Mix the rice with whole milk and sweetened condensed milk. Pour the mixture into an ice mould and place in the freezer for at least two hours. Taste the results and share thoughts.</p> <p><a href="https://www.youtube.com/watch?v=GmuQ1rxSXes">https://www.youtube.com/watch?v=GmuQ1rxSXes</a></p> <p>Teacher Note You will need 2 cups of water, 1 cup of white rice, 1 cup of white sugar, 1 cup of sweet condensed milk, 1 cup of milk to make 10 ice pops. This is relatively cheap and easy to make</p>			
17. History Art	To design a Maya god.	Examine a range of Maya gods. Look at the areas of Maya culture that the gods have influence over. Discuss way in which the gods were portrayed in Maya art. Pay particular attention to the animalistic aspects of their appearance.	LAPs – design sheet with basic figure on which children can add onto.	What is this god's sphere of influence?	



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		<p>Demonstrate designing a god of a chosen sphere of influence on the IWB.</p> <p>Children to design and draw their own Maya god with its own sphere of influence.</p>	<p>MAPs- ideas for features which reflect spheres of influence. HAPs - independent</p>		
18. History Art	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>To find out what we know about the Maya from the drawings of Frederick Catherwood .</p>	<p>The first explorers found Maya ruins in the 1800's. How would they have documented what they saw? Use the Frederick Catherwood flipchart or PowerPoint to find out about the camera lucida, lithography and look at drawings created by Catherwood. Use the Frederick Catherwood pictures and prompt sheets for exploration and discussion of his drawings in mixed ability groups.</p>	<p>Mixed ability groups.</p>	<p>What is a camera Lucida? What is lithography?</p>	



