

Year 6 Thematic Map, Autumn Term 2026/7

The Nature of Belief



Our Theme Based Curriculum

Our themes run for a term and we try to teach as many subjects as we can through this theme. For Maths, Science, History and Geography, we adopt a blocked and interleaved approach.

Subject	How we teach It	This term, children will learn
Writing	We teach writing in three week cycles, matching writing cycles to the genre of writing. As part of our writing cycle, the children engage with Let's Think in English and Philosophy for Children lessons. These are designed to improve oracy critical thinking skills.	Apply the Year 6 spelling, punctuation and grammar objectives into their writing
		Apply the KS2 writing objectives into their writing
		Write a non-chronological report on the Maya
		Write a setting description
		Write a narrative to convey character, setting and atmosphere
Drama and Oracy opportunities	We try to make learning as creative as possible, ensuring lots of opportunities for talk.	Children will: • We will be using drama to fully immerse ourselves into Maya culture, religion and daily life. We will explore the Maya hierarchy and the different roles that individuals held in their civilisation. • On Friday 9th October (Azure Class) and Friday 4th December (Magenta Class), there will be a class assembly where every child will have the opportunity to speak in front of an audience. • Now Press Play, an immersive drama experience, will be used linked to Maya history and culture. • P4C sessions.

Key Texts	Children will read high-quality texts and these texts will be linked to their learning.	Children will read: • A Kind of Spark by Elle McNicoll • When Hitler Stole Pink Rabbit by Judith Kerr
Maths	Children will learn about topics in a blocked and interleaved way, repeating key learning in daily maths meeting sessions and in lesson starters, in order to improve retention of knowledge.	Children will study these topics: <u>Place Value</u> • Numbers to 1,000,000 • Numbers to 10,000,000 • Read and write numbers to 10,000,000 • Powers of 10 • Number line to 10,000,000 • Compare and order any integers • Round any integer • Negative numbers <u>Four operations</u> • Add and subtract integers • Common factors • Common multiples • Rules of divisibility • Primes to 100 • Square and cube numbers • Multiply up to a 4-digit number by a 2-digit number • Solve problems with multiplication • Short division • Division using factors • Introduction to long division • Long division with remainders • Solve problems with division • Solve multi-step problems • Order of operations • Mental calculations and estimation <u>Fractions</u> • Equivalent fractions and simplifying • Equivalent fractions on a number line • Compare and order (denominator) • Compare and order (numerator) • Add and subtract simple fractions • Add and subtract any two fractions • Add mixed numbers • Subtract mixed numbers
Skills Builder	In Skills Builder, the children learn about one of the following skills: Listening, speaking, problem solving, creativity, adapting, leadership, planning and teamwork. They will learn what each skill means and how to apply it in their daily lives.	During this term, we will focus on the following skills and skills steps: • Listening: Note-taking: I record important information. ○ What does note-taking mean? • Speaking: I choose appropriate language for the situation. ○ What is meant by appropriate language for the setting? • Problem Solving: Analysing options: I identify advantages and disadvantages of potential solutions. ○ What is meant by advantages and disadvantages? • Creativity: Combining concepts: I can combine ideas to make new ones.

		○ What is meant by ideas and concepts? ● Adapting: Supporting others: I help others face challenges. ○ What does it mean to support others to face challenges? ● Planning: Setting goals: I set achievable goals for myself. ○ What is meant by goal setting? ● Leadership: Mentoring: I use my experience to support others. ○ What is meant by mentoring? ● Teamwork: Being accountable: I am accountable for my goals. ○ What is meant by being accountable in a team?
Humanities	The theme includes content in History, Geography and RE. Whenever possible, we link this to writing. In History and Geography, we follow an interleaved curriculum where we re-revisit previous learning at regular intervals to recap and embed knowledge.	<u>Geography:</u> Children will learn about: ● Locational knowledge - mapping out the location of the different civilisations they have learnt about during their time at Drayton Park. ● Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). ● <u>History:</u> Children will learn about: ● Who were the Maya and how long did they rule for? ● Where were the Maya located? What civilisations co-existed at the same time? ● On a modern map, where would the Maya and other ancient civilisations be located? ● What were the different roles in Maya society? What hierarchy existed? ● Which different gods did the Maya believe in and how did they worship them? ● What number system did the Maya use and how did it work? ● What writing system did the Maya use and what did it look like? ● What calendar system did the Maya use? ● Why did the Maya civilisation end? <u>RE:</u> In RE, we will be exploring the following questions and ideas: ● What does it mean to be a muslim in Britain today? ● What matters most to Christians and Humanists? <u>PSHE:</u> In PSHE, we will explore the following topics from Islington's 'You, Me, PSHE' scheme of work: ● Healthy minds ○ What is mental health? ○ Which things affect mental health and some ways of dealing with this

		○ Everyday ways to look after mental health ○ The stigma and discrimination that can surround mental health ● Human rights ○ People who have moved to Islington from other places, (including the experience of refugees) ○ Human rights and the UN Convention on the Rights of the Child ○ Homelessness
Science	We follow an interleaved curriculum where we re-revisit previous learning at regular intervals to recap and embed knowledge.	<u>Living Things and Habitats & Animals, including humans</u> In this topic, we will explore the following objectives: <u>Title: Living Things and Habitats:</u> ● Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. ● Give reasons for classifying plants and animals based on specific characteristics. <u>Title: Animals, including humans:</u> ● Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. ● Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. ● Describe the ways in which nutrients and water are transported within animals, including humans.
Art, Design and Technology	We teach Art and DT in an integrated way and often in blocked sessions. We ensure all pupils learn to cook savoury and sweet dishes, developing a range of cookery knowledge and skills over time.	<u>ART:</u> - Mayan sculpture - gods and goddesses - To improve mastery of art and design techniques, we will focus on drawing with charcoal and sculpting with different materials, such as clay modroc. - We will be learning about great artists, architects and designers in history. <u>Design and Technology:</u> We use a scheme of work named 'Projects on a Page' and will be combining different fabric shapes.
Cooking and Nutrition		We will explore traditional Maya dishes such as: XOCOLATL (hot chocolate) and maize tortillas.
Music	Children learn to perform, compose and appreciate music. We teach lessons through a scheme named Music Express. Additionally, we offer separate instrument tuition.	<u>Music Title:</u> We will learn the following objectives: ● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ● Listen with attention to detail and recall sounds with increasing aural memory.

Computing	Children learn to use technology effectively and safely, to enhance their learning experiences. We use a progressive scheme of work created with borough support.	<u>Computing Title:</u> We will learn the following objectives: <u>Digital Literacy (Online Safety)</u> • We will explore the following questions: • What does media balance mean for me? • What is cyberbullying and what can you do to stop it? The following year 6 objectives will be taught: • To identify how to use a search engine. • To describe how search engines select results. • To explain how search results are ranked. • To recognise why the order of results is important, and to whom. • To recognise how we communicate using technology. • To evaluate different methods of online communication. • To create and understand a Web page.
Cultural Enrichment & Vocational Experience	We include at least one culturally enriching trip each term and organise visitors to the school, to talk about their professions or teach children about the world.	This term, we will be doing the following: • Trip to the British Museum with a lecture on the Maya - Lives of the Ancient Maya at the British Museum. • Trip to East London Mosque • Expert medical speaker on their career and what their job entails.

Vocabulary:	
Vocabulary linked to our theme:	Definitions:
Civilisation	A large group of people living together with their own culture, laws and way of life.
Drought	A long time with little or no rain, which makes farming difficult.
Jaguar	A large wild cat; the Maya believed it was a powerful and magical animal.
Scribes	People who could read and write; they recorded history, laws and important events.
Codices	Books made from bark paper with pictures and writing that showed Maya stories and knowledge.
Maize	A type of corn that was the main food the Maya grew and ate.
Mesoamerica	The region in Central America where the Maya and other ancient cultures lived.
Cacao Beans	Beans used to make chocolate; the Maya used them in drinks and as money.
Temple	A building where the Maya worshipped their gods and held ceremonies.
Gods	The Maya believed in many gods, each one linked to nature, weather or daily life.
Calendar	The Maya had complex calendars to track time, farming and religious events.
Glyphs	Picture symbols used in Maya writing.

Ball Game	A special game played with a rubber ball; it had religious and cultural meaning.
City-state	A city and the land around it, ruled by a king – the Maya had many of these.
King	The ruler of a Maya city-state; often seen as a god-like figure.
Priest	A person who led religious ceremonies and advised the king.
Sacrifice	A gift or offering to the gods, sometimes including animals or even humans.
Astronomy	The study of stars and planets; the Maya were skilled at observing the sky.
Hieroglyphs	Another word for glyphs – picture writing used by the Maya.
Stela (or Stelae)	A large stone pillar carved with images and writing to record important events.
Chichen Itza	A famous Maya city with a large pyramid called El Castillo.
Tikal	A powerful Maya city with tall temples in the jungle.

Weekly Home Learning:

- Children are expected to complete their reading homework and fill in their reading records (to be brought in every Friday). Please encourage your children to read for 20 minutes every day and support them with their homework.
- As part of their maths homework, children are expected to complete a task on Doodle Maths every day. Children should complete enough activities to reach the green zone in Doodle Maths every week:
<https://doodlelearning.com/>

Over the course of this term, we would like you and your child to complete the following:

Project: We expect all children to complete three home learning projects, linked to the theme. This can be as open-ended and ambitious as you like! It does not need to be an arts and crafts topic, or even in English. Projects should be completed by **Thursday 15th October.**

We invite parents and carers to come to our **Topic Gallery on Friday 23rd October.** You can come into the classroom at 3.30pm and the children will show you their projects.

Here are some project ideas (you can use one of these ideas or think of an idea of your own):

- Design your own Maya temple.
- Fashion your own Maya Calendar.
- Create trump cards of the Mayan gods & goddesses.
- Try making Mayan Cacao (chocolate) and record the steps of the recipe.
- Create a Maya piece of jewellery, mask or headdress.
- Video a news report as if you were reporting at the time of 'The Mayans.'



In school, the children will be asked to present their home learning projects to their class. At home, please allow time for the children to practise presenting their home learning projects to you.

Writing: We expect every child to complete three pieces of writing at home every term. These are to be handed in by the <u>Friday 11th December.</u> Children can choose three writing tasks from the following ideas or they think of their own writing ideas, based on any of the things they have been learning about this term.	● Write a diary entry from the perspective of a Maya priest. ● Create a graphic novel titled: 'The Mayan'. ● Write a recipe of a food eaten during this time. ● Create a keynote presentation explaining the historical significance of 'The Maya.' ● Create an information text about different beliefs (such as Humanism). ● Write a speech about the importance of children's rights (UN Convention on 'The Rights of the Child).
Reading recommendations: We advise our students to borrow and read these books at home:	● Marcus Rashford - You Are a Champion (How to Be the Best You Can Be) ● Julian is a Mermaid / Julian at The Wedding - by Jessica Love ● Asha & The Spirit Bird - Jasbinder Bilan ● Max Kowalski Didn't Mean It - Susie Day ● Rumaysa -Radiya Hafiza ● The Green Bicycle - Haifaa Al Mansour ● Lionesses: European Champions - Emily Stead We also recommend exploring Penguin's 'The Lit in Colour book List: Years 5-6' https://www.penguin.co.uk/articles/company-article/years-5-6.