

Mayans

Year 4/5: Spring 1

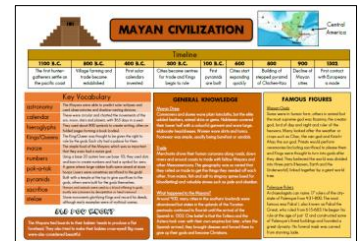
Coverage:

To find out about the Mayans:-

- discover facts about the Maya civilisation and explain who the ancient Maya people were and when and where in the world they lived.
- *explain how and why the Mayans became so important*
- explain the religious beliefs of the Maya people
- *explain that the Maya had a system of writing a bit like the Ancient Egyptian hieroglyphs, and even made what look like books.*
- *know the Mayans knew about the stars (had an observatory) and even had their own calendar*
- *explain how the Maya had a system of numbers enabling them to count. They even had a way of expressing zero.*
- *know they Maya were Great craftsmen, sculptors*

Key Language and Vocabulary:

Maya
Civilization
Astronomy
Trade
Maize
Codices
Ancient
Warriors
Sacrifice
Sculpture
Elite
Merchant
Ceremonies



KEY QUESTIONS:

1. WHY DO YOU THINK WE STUDY THE MAYAN EMPIRE AT SCHOOL?
2. WHEN SO MUCH OF THE LAND THEY LIVED IN WAS MOUNTAIN AND JUNGLE, HOW DID THE MAYA MANAGE TO BECOME SO IMPORTANT?
3. WHAT WAS EVERYDAY LIFE IN MAYAN CIVILIZATION? HOW DIFFERENT WAS IT FOR RICH AND POOR?
4. HOW CAN WE POSSIBLY KNOW WHAT IT WAS LIKE THERE 1,000 YEARS AGO?
5. IF THE MAYA WERE SO CIVILIZED WHY THEN DID THEY CARRY OUT HUMAN SACRIFICE?
6. WHY DID THE MAYAN EMPIRE DECLINE? HOW CAN WE SOLVE THE RIDDLE OF WHY THE MAYAN EMPIRE ENDED SO QUICKLY?

Key Skills and Knowledge:

Science:

- Know that some materials will dissolve in liquid to form a solution
- Describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.

Christian Value of the half term:



Courage



Music: 'Enjoying Musical Styles'

In our music, we will be learning to

- listen and reflect on different styles of music
- explore how voices and instruments combine to create texture in music.
- learn musical language appropriate to the task
- understand that 'Texture' refers to the layers of sound you hear in a piece of music.
- improvise and compose music for a range of purposes
- listen with attention to detail and recall sounds with increasing aural memory

Key Skills and Knowledge:

Geography:

- I can describe a place using information I have found out using my geography words.
- I compare and contrast places that I have studied.
- I give some reasons for the similarities and differences between places, using geographical language
- I can locate Central and South America on a map/globe
- I can name some countries of Central and South America

D.T:

- I can create my own design to support our project
- I can evaluate my ideas and work

P.E:

In PE, we will be working on a unit of gymnastics looking at balance.

- I can use methods of working that are precise so that products have a high quality finish.

We will explore partner balances and begin to link these into a sequence.

We will develop our transitions and use of apparatus.

We will also be swimming weekly over the Spring term.

Art:

Printing (Monotype):

- Use sketchbook for recording textures/patterns
- Interpret environmental and manmade patterns
- modify and adapt print
- combining prints
- design prints
- make connections
- discuss and evaluate own work and that of others

Computing:

In this unit, we will start to create vector drawings. We will learn how to use different drawing tools to help us create images. We will recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. We will layer these objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

English: We will be

focussing on Instructions and Explanation texts, and reading Charlie and the Chocolate factory.

Maths: We will be

focussing on multiplication and division, and starting work on fractions.

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French: 'Quelle heure est il?

We will talk about leisure activities, tell the time and talk about what activities we do.

PSHE: Dreams and goals

- I understand that I will need money to help me achieve some of my dreams
- I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs
- I can identify a job I would like to do when I grow up
- I can describe the dreams and goals of young people in a culture different to mine
- I understand that communicating with someone in a different culture means we can learn from each other and
- I can identify a range of ways that we could support each other
- I can encourage my peers to support young people here and abroad to meet their aspiration

R.E:

In RE, we will starting a new unit - What do Hindus believe God is like?

We will be understanding Hindu belief through:

- Identifying some Hindu deities and saying how they help Hindus describe God
- Making clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Thinking about what Hindu murtis express about God
- Making simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)
- Identifying some different ways in which Hindus worship

Enrichment:

- Collective Worship - Pupil led assemblies
- British values - Picture News
- Christingle service
- School Council
- Play leaders
- Peer mediators
- Art Workshop with 'Persore No. 8' Gallery
- Cross country

Pupil Leadership:

- Collective Worship
- Christingle Service