

<b>Term</b>	<b>Autumn 1</b>	
<b>Topic</b>	Who were the Ancient Mayans? Where did they live? How can we find out about this Ancient Civilization? Research how the Mayans invented chocolate and a focus on the history of chocolate in DT project.	
<b>Literacy</b>	<b>Rain Player by David Wisniewski</b>	<b>Charlie and the Chocolate Factory by Roald Dahl</b>
	<b>Outcome 1: Creative setting writing</b> <ul style="list-style-type: none"> <li>• Reading together and understanding Mayan vocabulary</li> <li>• Recreate sections of the story through drama</li> <li>• Composing sentences using varied and rich vocabulary and a range of sentence structures</li> </ul>	<b>Outcome 2: Recount of the disappearance of August Gloop</b> <ul style="list-style-type: none"> <li>• Reading together and discussing an extended text focusing on how language, structure and presentation contribute to meaning and effect</li> <li>• Acting in role as Charlie at different parts of the story</li> <li>• Building inference skills by writing in role as Charlie. Each time a child gets a golden ticket- Where did they find it? What are they like? How does this make you feel?</li> </ul>
<b>Consistent focus on grammar and including the National Curriculum Appendices for spelling, vocabulary, grammar and punctuation</b> <b>Daily guided, individual and whole class reading.</b>		
<b>Maths</b>	<b>Number</b>	
	<ul style="list-style-type: none"> <li>• Place value</li> <li>• Recall multiplication and division facts for multiplication 12 x 12</li> <li>• Practise mental methods for addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Written methods of subtraction and addition up to 4 digit numbers</li> <li>• Relating written methods of calculations to solve 2 step problems in context</li> </ul>
<b>Science</b>	<b>States of matter</b>	
	<ul style="list-style-type: none"> <li>• Comparing and grouping solids, liquids and gases.</li> <li>• Properties of solids, liquids and gases</li> </ul>	<ul style="list-style-type: none"> <li>• Temperature and its effect on changing states</li> <li>• Measuring, comparing, grouping, researching, observing</li> </ul>
<b>Computing</b>	<b>E- Safety</b> <b>We are Software Developers</b>	
	<ul style="list-style-type: none"> <li>• Playing and analysing educational computer games</li> <li>• What makes a game successful?</li> <li>• Plan and design a game using Scratch, with a target audience in mind</li> </ul>	<ul style="list-style-type: none"> <li>• Create a working prototype</li> <li>• Test, evaluate and make any necessary changes</li> </ul>

<b>Art</b>	<b>Exploring and Recreating Murals</b>	
	<ul style="list-style-type: none"> <li>Examining the discovery and significance of the Bonampak mural</li> <li>Using the mural as inspiration for pastel work</li> </ul>	<ul style="list-style-type: none"> <li>Scaling, proportion, mark making effects</li> <li>Blending with pastels</li> </ul>
<b>DT</b>	<b>Designing and Making a Piñata</b>	
	<ul style="list-style-type: none"> <li>Look together at painted images from Mayan murals identifying the piñatas and their use</li> </ul>	<ul style="list-style-type: none"> <li>Working collaboratively to make a piñata</li> <li>Designing, testing, evaluating, improving</li> </ul>
<b>History</b>	<b>The Mayans Then and Now</b>	
	<ul style="list-style-type: none"> <li>How do we know about the ancient Mayan civilization?</li> <li>Investigating sources to help us learn about how Mayan society was organized and their achievements</li> </ul>	<ul style="list-style-type: none"> <li>Considering the possible causes for the decline of the Maya civilization.</li> <li>The history of chocolate and its significance to the Mayans</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Locating land of the Mayans in Central America and surrounding countries and capitals, using maps, atlases and globes</li> </ul>	<ul style="list-style-type: none"> <li>Identifying position using latitude, longitude, equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, time zones</li> <li>Discovering where the Mayan ruins are located</li> </ul>
<b>PE</b>	<b>Indoor</b>	<b>Outdoor</b>
	Swimming (Karen) Yoga (Hannah and Sarah) <ul style="list-style-type: none"> <li>Relaxation and breathing techniques</li> <li>Building core strength and flexibility</li> <li>Challenging our bodies</li> </ul>	Cricket <ul style="list-style-type: none"> <li>To acquire and develop batting and fielding skills.</li> <li>To develop batting grip and set up</li> <li>To understand the rules and scoring system in order to play a game</li> </ul>
<b>Music</b>	<b>Musical Poetry</b>	
	<ul style="list-style-type: none"> <li>Looking at music notation with reference to metre and accent</li> <li>Building an extended performance piece from a poem</li> </ul>	<ul style="list-style-type: none"> <li>Devising and using canon and ostinati as accompaniments</li> <li>Paying attention to notation, accent, diminuendo and balance</li> </ul>

<b>RE</b>	<b>Christianity - Local Christian Places of Worship</b>	
	<ul style="list-style-type: none"> <li>• Special places for Christians and places of worship</li> <li>• Belonging to a group is important and meaningful</li> <li>• Importance of stillness and silence for reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons why people pray</li> <li>• The Lord's Prayer</li> <li>• The Bible (a source of Christian belief and teaching) used in services</li> </ul>
<b>PSHE</b>	<b>Working Together</b>	
	<ul style="list-style-type: none"> <li>• What makes collaboration successful?</li> <li>• What are the challenges of collaboration?</li> <li>• How do I respond when things don't go my way?</li> </ul>	<ul style="list-style-type: none"> <li>• Which useful skills and qualities do I bring when working collaboratively?</li> </ul>
<b>MFL</b>	<b>French</b>	
	<ul style="list-style-type: none"> <li>• Colours</li> <li>• Parts of the body</li> </ul>	Asking for French translation 'Comment dit-on... en français?
<b>Trips</b>	<b>The Chocolate Museum, Brixton</b> Chocolate and the ancient Mayans	