

Term	Autumn1	Autumn 2
<b>Topic</b>	<b>The Mayans then and now</b> Who were the Ancient Mayans? Where did they live? How can we find out about this Ancient Civilization?	<b>The Mayans then and now</b> Investigating similarities and differences across time and between Mesoamerica and the United Kingdom
<b>Literacy</b>	<b>Text : Varjak Paw (S F Said) - Exploring the story through drama (freeze frames, readers theatre)</b> <ul style="list-style-type: none"> <li>• Explore narrative plot, settings, characters, drawing inferences to aid understanding</li> <li>• Empathise with characters and explore their dilemmas</li> <li>• Write recounts in role, based on fictional experiences</li> <li>• Write newspaper reports based on the narrative</li> <li>• Compose a narrative written from another character's point of view</li> </ul>	<b>Text : Ice Palace (Robert Swindells) - Exploring the story through drama (freeze frames, readers theatre)</b> <ul style="list-style-type: none"> <li>• Reading and discussing book set across two countries</li> <li>• Exploring themes of belonging, similarities and differences</li> <li>• Creating comparison charts</li> <li>• Drama and role play</li> <li>• Writing in role</li> <li>• Creating poems</li> <li>• Writing character and narrative descriptions</li> <li>• Engaging in debate</li> </ul>
<b>Grammar</b>	Consistent focus on grammar and including the National Curriculum Appendices for spelling, vocabulary, grammar and punctuation	
<b>Maths</b>	<b>Number</b> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Written and mental methods of addition and subtraction</li> <li>• Mental methods of multiplication and division</li> </ul>	<b>Written methods of Calculation</b> <ul style="list-style-type: none"> <li>• Subtraction, mental and written</li> <li>• Written methods of multiplication and division</li> </ul> <b>Shape and Space</b> <ul style="list-style-type: none"> <li>• Properties of 2D shapes</li> <li>• Radius and diameter</li> </ul> <b>Measure</b> <ul style="list-style-type: none"> <li>• Time</li> <li>• Distance</li> </ul> <b>Data Handling</b> <ul style="list-style-type: none"> <li>• Graphs (linked to science)</li> </ul>

<p><b>Science</b></p>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>• Comparing and grouping solids, liquids and gases.</li> <li>• Properties of solids, liquids and gases</li> <li>• Temperature and its effect on changing states</li> </ul> <p><b>Key skills to include</b></p> <ul style="list-style-type: none"> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>• Evaporation and condensation including the Water Cycle</li> </ul> <p><b>Key skills to include</b></p> <ul style="list-style-type: none"> <li>• Using straightforward scientific evidence to answer questions or to support their findings.</li> <li>• Setting up simple practical enquiries, comparative and fair tests</li> </ul>
<p><b>Computing</b></p>	<p><b>We are software developers</b></p> <ul style="list-style-type: none"> <li>• Playing and analyzing 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> <li>• Create a working prototype</li> <li>• Test, evaluate and make any necessary changes</li> </ul>	<p><b>We are co-authors</b></p> <ul style="list-style-type: none"> <li>• Children work collaboratively to create a mini ‘Wikipedia’ page liked to our Mayan topic</li> </ul>
<p><b>Art</b></p>	<p><b>Exploring and recreating Mayan artefacts</b></p> <ul style="list-style-type: none"> <li>• Recreating Mayan masks using a variety of techniques including papier-mâché</li> <li>• Finding out about discovery and significance of the Bonampak mural</li> <li>• Using the mural as inspiration for pastel work</li> </ul>	<p><b>Exploring and recreating Mayan artefacts</b></p> <ul style="list-style-type: none"> <li>• Using clay to recreate Mayan artefacts</li> <li>• Observational drawing of Mayan artefacts, including artefacts found at The British Museum</li> </ul>
<p><b>DT</b></p>	<p><b>Designing and making Mocktails</b> (Linked to PSHE)</p> <ul style="list-style-type: none"> <li>• Focus on team work. What makes a team successful?</li> <li>• Selecting ingredients</li> <li>• Making cocktails</li> <li>• Recording instructions</li> <li>• Evaluating cocktails. How could they be improved?</li> <li>• Adjusting flavours accordingly</li> <li>• How would we market our cocktails? Who would be our target audience?</li> </ul>	<p><b>Designing and making Mayan Temples</b></p> <ul style="list-style-type: none"> <li>• Considering the design, structure and purpose of a Mayan Temple</li> <li>• Using a variety of materials to create a model of a Mayan Temple</li> <li>• Evaluating model and making improvements</li> </ul>

<b>History</b>	<p><b>The Mayans then and now</b></p> <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> <li>• Considering the possible causes for the decline of the Maya civilization.</li> </ul>		<p><b>The Mayans then and now</b></p> <ul style="list-style-type: none"> <li>• Examining historical sources to help us understand what life as a Mayan would have been like</li> </ul>	
<b>Geography</b>	<p><b>The Mayans then and now</b></p> <ul style="list-style-type: none"> <li>• Locating land of the Mayans in Central America, using maps, atlases and globes</li> <li>• Discovering where the Mayan ruins are located</li> </ul>		<p><b>The Mayans then and now</b></p> <ul style="list-style-type: none"> <li>• Exploring the physical geography of Mesoamerica</li> <li>• Considering the geographical similarities and differences between Mesoamerica (then and now) and the United Kingdom</li> <li>• What is life like for modern Mayans?</li> </ul>	
<b>PE</b>	<p><b>Indoor</b></p> <p>Swimming (Diane) Yoga (Dominic)</p>	<p><b>Outdoor</b></p> <p>Cricket</p>	<p><b>Indoor</b></p> <p>Swimming (Diane) Dance (Dominic)</p>	<p><b>Outdoor</b></p> <p>Cricket</p>
<b>Music</b>	<p><b>ALICE IN WONDERLAND</b> (<i>LSO concert visit</i>)</p> <ul style="list-style-type: none"> <li>• Instruments of the orchestra &amp; music appreciation</li> <li>• Developing an understanding of context and musical history</li> <li>• Understanding and applying musical elements</li> <li>• Composition and performance using AiO as source</li> </ul>		<p><b>CHRISTMAS PRODUCTION</b></p> <ul style="list-style-type: none"> <li>• Singing and performing in solo and ensemble contexts</li> <li>• Using voices with increasing control, expression and accuracy</li> <li>• Singing songs in two parts</li> <li>• Understanding the Christmas story and its place in Christian culture</li> </ul>	
<b>RE</b>	<p><b>Christianity - Local Christian Places of Worship</b></p> <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> <li>• Reasons why people pray</li> <li>• The Lord's Prayer</li> </ul> <p>The Bible (a source of Christian belief and teaching) used in services</p>		<p><b>Christianity - Christian Celebrations</b></p> <ul style="list-style-type: none"> <li>• Understanding the Church has its own calendar</li> <li>• How Christians understand and celebrate events associated with Jesus' life – Christmas and Easter</li> <li>• Times of reflection: Advent and Lent - Jesus' temptation</li> <li>• Sharing the Lord's Supper</li> <li>• Pentecost</li> </ul>	

SRE	SRE to be covered in Summer 2	SRE to be covered in Summer 2
<b>PSHE</b>	<b>Team building</b> <ul style="list-style-type: none"> <li>• Creating mocktails in teams (See DT)</li> <li>• What makes a team successful?</li> </ul>	<b>Prejudice/Bullying - Considering the way we think and speak</b> <ul style="list-style-type: none"> <li>• What is bullying? Prejudice-based bullying?</li> <li>• What is cyber bullying?</li> <li>• Effects of bullying</li> <li>• Strategies used to tackle bullying</li> <li>• Where can you go for help?</li> </ul>
<b>MFL</b>	<b>French</b> <ul style="list-style-type: none"> <li>• Food</li> <li>• Colours</li> <li>• Common phrase: <i>Il y a</i></li> </ul>	<b>French</b> <ul style="list-style-type: none"> <li>• Clothes</li> <li>• Weather</li> </ul>
<b>Visits and Events</b>	<b>LSO Music trip</b> <ul style="list-style-type: none"> <li>• Barbican - <i>Alice in Wonderland</i></li> </ul>	<b>The British Museum</b> <ul style="list-style-type: none"> <li>• The Ancient Mayans</li> </ul>