

ENTRY POINT: Orienteering

Exit Point: Maya Day

HISTORY Maya civilization c. AD 900

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.
- Note connections, contrasts and trends over time.
- Develop an appropriate use of historical terms.
- Understand how our knowledge of the past is constructed from a range of sources.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

RE 1. Journey of Life 2. Christmas Words and Images

- Consider ceremonies associated with rites of passage
- Explore the variety of rituals including daily, public and private rituals

PSHE

- Understand growth mindset and how it can benefit learning
- Understand how the brain learns by making links
- Know the school procedures for safe computer use
- Know to not give out personal details over the Internet
- Know about the origins of democracy

DT

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

ART

- Use sketchbooks to collect, record, review, revisit & evaluate ideas (Beowulf sketches)
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials

## Cycle A - Autumn : The Maya (Objectives)

SCIENCE—All living things and animals including humans (SEE KENT SCHEME OF WORK)

- Describe the changes as humans develop from birth to old age.
- Identify and name the main parts of the human circulatory system, and explain 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.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

ELECTRICITY AND LIGHT

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram.
- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

MUSIC—Song Writing

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

GEOGRAPHY

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
- Locate countries, cities regions and features of the UK. Name and locate counties and cities of the UK., geographical regions and their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).

COMPUTING

- To use programming commands to develop games
- To use 'if' and 'when' commands to make different elements of the program interact with each other
- To use subroutines a repeat commands to increase the efficiency and complexity of programs
- To create a game that has an easy to use interface so that the programmer does not need to explain it themselves.
- To use Sketch Up to model 3D environments on the computer
- Be discerning when evaluating digital content

ENTRY POINT: ORIENTEERING

EXIT POINT: MAYAN DAY

#### GEOGRAPHY

- Orienteering (Entry Point) - pieces of South America to find and then put together in the correct place.
- Find America on a map of the world, identify other continents, flags of states and countries, capital cities
- Look at climate of North and South America, key weather features
- Focus on location of Mayan culture (Central and Southern America)
- Use the Living map

#### RE

1. Journey of Life
  2. Christmas words and images
- Look at religious ceremonies and rituals—compare with Mayan rituals
  - Look at Christmas around the world and how it is celebrated in different cultures
  - Compare religious images to secular images and reflect on why they are used
  - PSHE—
  - Market stall of what a learner needs
  - Introduce the power of 'Yet'
  - Play 'Links' game—explain links to words given
  - School Council elections

#### DT

- Study Mayan food and diet and compare to our balanced diets
- Make tortillas for Mayan Day exit point
- Write recipe for tortillas CCL

#### MUSIC—Song Writing

- Look at musicals and well know composers that the children are familiar with and discuss mood of music
- Look at different sea shanties and learn songs
- Write own verse for a sea shanty
- Make up own rap and record
- Look at rhythm and graphic notation
- Learn about the Blues and compose own song

## Cycle A - Autumn : The Maya (Activities)

#### Science—All living things and animals including humans (SEE KENT SCHEME OF WORK)

- Make a model of the heart and circulatory system
- Look at heart rates and exercise (CCPE)
- Research healthy diets (CCDT)
- Look at life cycles of different animals and insects—write explanation text of chosen life cycle (CCL)
- Look at how plants reproduce—study of the parts of a plant/flower
- Look at pollination

#### ELECTRICITY AND LIGHT

- Look at how light travels in straight lines
- Conduct a shadow investigation looking position of light and shadow size
- Look at reflections and reflective materials—create a kaleidoscope
- Make circuit and create diagrams using symbols
- Investigate the brightness of bulbs and what affects it
- Make an electrical scarecrow

#### ART

- Stained glass windows of flags (CCSGeography/ Science)
- Create a Mayan landscape picture using watercolours
- Oil pastel of Mayan God with written explanation for a gallery for exit point CCL

#### HISTORY

- Create a Mind Map using iPads of facts we already know about the Mayans
- Place Mayans on a timeline and explain when it happened in history
- Look at the drawings of Frederick Catherwood to find out information about the Maya civilisation
- Create reports and information posters about Maya Gods CCL
- Learn the Maya numbers system, write problems for each other to solve CCM
- Learn about the importance of Chichen Itza—what was it for? Why was it built?
- Make a tourist information leaflet for Chichen Itza CCL

#### COMPUTING

- Create a computer game e.g. minotaur in the maze
- Use the 'if' functions to make sprites 'bump' into the walls of a maze or collect other sprites when they touch
- Design and write a game for a younger audience where the instructions are included as part of the program
- Check for errors by debugging and 'quality testing' each other's games
- Use Sketch Up to model 3D buildings and then use it to look at dimensions