

Severn Class: The Maya Civilisation and Planet Earth

Visit: Cadbury World

Cycle Year: 1 Term: Autumn



Personal, Social, Health and Emotional Development (including Relationships and Sex Education)

Pupils will have the opportunity to explore:

Being In My World <ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating 	Celebrating Differences <ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures
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Police will visit weekly to explore Crucial Crew and how services help us.

Religious Education:

Creation and science: conflicting or complementary?

Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.

Why do people believe in God and some people not?

Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning.

As linguists we will explore the French language through:

- Recapping numbers to 69, classroom instructions and objects (colours, size and school bag),
- Maths in French (+-=),
- Mes passions - likes and dislikes - hobbies (infinitive with opinion verbs) - what I do for sports/activities/free time,
- Talking about school, classroom, objects, subjects,
 - My Week (time and daily routine) - give opinions - introduce prepositions
 - My Day (daily routine in 1st person)
- Time - recap days/months - write date/birthday/age,
- St. Nicholas & French Christmas traditions.

Please see French progression map for further guidance.

As experts in technology we will explore:

- Our coding skills by accomplishing a goal; simulating a physical system; creating a game with a score and timer and using buttons to showcase work. Children will use skills of repetition, variables, outputs and debugging (5.1 - Cycle A)
- Online safety (SMART rules) and present learning in a comic strip (5.2),
- Revisit Spreadsheets (split topic with Spring term 5.3).

YEAR 5 & 6 - CYCLE A					
Coding Efficiently Unit 5.1, Lesson 1	Simulating a physical system Unit 5.1, Lesson 2	Friction and Functions Unit 5.1, Lesson 4	Introducing Strings Unit 5.1, Lesson 5	Text Variable and Concatenation Unit 5.1, Lesson 6	User Input Unit 6.1, Lesson 5

As historians we will:

Children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence.

Knowledge, skills and concepts:

- establish clear narratives within and across periods they study
- regularly address historically valid questions about similarity and difference and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources
- note connections, contrasts and trends over time
- develop the appropriate use of historical terms
- address and devise historically valid questions about change, cause and significance.

As geographers we explore South America and The Amazon

In this unit, the children will:

- extend their knowledge and understanding beyond their local area to include South America and develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge
- locate the world's countries using maps, and concentrate 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 in South America describe and understand key aspects of physical and human geography
- Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.

As designers we will:

- Investigate textiles: designing, making and evaluating an environmentally friendly bag.
- Develop skills of threading needles and joining textiles using a range of stitches.
- Develop skills of sewing textiles by joining right side together and making seams.

Please see DT progression map for further guidance

As artists we will focus on:

Explore abstract space art by Peter Thorpe and we will create our own abstract space scenes inspired by his work. Build on previous work with colour by exploring intensity and experimenting with acrylic paint.

- Develop how to make marks using paint: dashes, blocks of colour, strokes, points and fine brush strokes.
- Explores colour intensity.

Please see Art progression map for further guidance.

As musicians we will:

- Learn how music can be used to achieve atmospheric moods.
- Become familiar with 'The Planets' by Gustav Holst and 'Sprach Zarathustra' by Strauss.
- Create their own music (musical soundscapes) with ostinato's (repeated rhythms) and other suitable features (tempo, dynamics, instrumentation for a particular mood).
- Perform and record our class compositions based on our journey into space and around different planets.

Please see music skills sheets for further guidance.

PE (Please see PE skills sheets for further guidance):

- Invasion Team Games: formation; attacking/defending; passing/receiving; controlling, (application to hockey, rugby, football, netball, basketball),
- Dance
- Gymnastics: exploring sequences in pairs including counterbalance.

As scientists we will:

Work scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills within the topics:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels and tables

Earth and Space:

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical body.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Forces:

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

Develop our English skills through the stimuli of:

- Charlie and the Chocolate factory - Roald Dahl - Newspaper
- Cadbury World - Recount
- Explanation Writing - link to science
- Persuasive writing - Educational reasons to go to Cadbury World.
 - Balanced argument/debate
 - Newspaper report
 - Journalistic writing
 - Biography and Autobiography - Neil Armstrong

Please see skills and knowledge in year group assessment sheets for further information.

Develop our Maths skills through key foci of:

- Number and Place Value Reasoning (Comparing and ordering whole numbers, rounding, decimal place value, compare numbers with up to 3 decimal places, negative numbers in context)
- Multiplicative Reasoning (Multiply and divide by powers of ten, decimal and fractional equivalences of metric measures, converting between measures)
- Additive Reasoning (rounding and estimation, column addition and subtraction, problem-solving)
- Number Properties Reasoning (multiples and factors, prime numbers)
- Multiplicative Reasoning (Multiplication 3- or 4-digit number by a 2-digit number)
- Fraction Reasoning (equivalent fractions/simplest form, common denominators, improper fractions to mixed numbers, ordering, adding and subtracting)
- Multiplicative Reasoning (division, numbers up to 4-digits (yr5), answers have up to 2 decimal places, prove decimal fraction equivalents using short division (yr6), interpreting remainders)
- Algebraic Reasoning (Drawing a model to solve problems(yr5), solving word problems including algebra(Yr6), solving problems by modelling working backwards,

Please see skills and knowledge sheets for further information.

