

Severn Class
Title: The Maya Civilisation
Cycle Year: 1
Term: Autumn
Educational Visits: Cadbury's World

We will develop our English skills through the stimuli of:

- 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 grids.

We will develop our Maths skills through key foci of:
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- 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)

Developing the automaticity and fluency of number facts through mastering number

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

As scientists we will focus on:
Work scientifically. Pupils will be taught to use the following practical scientific methods, processes and skills within the topics:

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.

P.E.

Physical activities and sports development in the areas below (following our progression of skills): PE (Please see PE skills sheets for further guidance):

- Invasion Team Games: netball and football
- Dance
- Gymnastics: exploring sequences in pairs including counterbalance.

As experts in computing we will:

- 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 - formulae (split topic with Spring term 5.3).

- Explore how to use the internet safely: use technology safely, respectfully and responsibly

R.E.: Creation and Science: conflicting or complementary?

Make sense of belief:

Identify what type of text some Christians believe Genesis 1 is; suggest what Genesis 1 might mean and compare their ideas with ways Christians interpret it, showing awareness of different interpretations.

Understand the impact:

Make clear connections between Genesis 1 and the Christian belief about God as Creator; show an understanding of why many Christians find science and faith go together.

Make connections:

Weigh up how far the Genesis 1 Creation narrative is in conflict, or is complimentary, with a scientific account, giving good reasons for their views.

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

Personal, Social, Health and Economic Development (including Relationships and Sex Education)
Pupils will have the opportunity to:

Being In My World	Celebrating Differences
<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 	<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

History

We will:

- Learn that Maya people lived in Meso-America (Central America) in the area called Mexico and Guatemala
- Know that the Maya civilisation was a Stone Age culture and formed a society of city-states.
- Learn that the Maya people developed a writing system based on symbols
- Know that the Maya people built pyramids to worship their gods and offer **sacrifices**
- Learn that there are many **theories** why the population of Maya cities disappeared (around 900AD).
- Learn how Historians know about the Maya civilisation from archaeological remains and the people living in the area today

Geography

As geographers we explore South America and The Amazon.

We will:

- Identify and name some of the countries inside the Amazon basin (Bolivia, Brazil, Colombia, Ecuador) and compare with the UK
- Understand geographical similarities and differences through the study of human and physical geography of the Amazon Basin
- Explain some of the ways in which the Amazon rainforest is valuable and name at least one animal that lives in the Amazon and how it has adapted to its habitat
- Describe what the climate is like in Amazonas

French

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 artists we will:

Art: Typography & Maps

Disciplines: Typography, drawing, collage and sketchbooks

Medium: paper, pen and pencil

Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny

- Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions
- Explore how artists work with typography and drawing skills to make personal maps, and express my opinions
- Create my own letters inspired by objects that have meaning to me using cutting and collage
- Use mark making, cutting and collage skills to create my own visual map, using clear symbols, strong drawn elements and typography to express themes which are important to me
- Use my sketchbook to collect, record and reflect on my ideas and thoughts.
- Reflect on my work and the work of others

Aspect of D & T: Textiles

Focus: Designing different fabric shapes

Technical knowledge and understanding

- A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics
- Fabrics can be strengthened, stiffened and reinforced where appropriate

Designing

- Generate innovative ideas by carrying out research including surveys, interviews and questionnaires
- Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computeraided design
- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification

Making

- Produce detailed lists of equipment and fabrics relevant to their task
- Formulate step-by-step plans and, if appropriate, allocate tasks within a team
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost

Evaluating

- Investigate and analyse textile products linked to their final product.
- Compare the final product to the original design specification
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.

Consider the views of others to improve their work

As musicians we will:

Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo, timbre, duration, structure, dynamics; analyse/comment on the effectiveness of how sounds, and images are used to create different moods.

Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures – exploring a ternary piece with musical contrasts)

Capture and record creative ideas using graphic symbols, rhythm notation, time signatures and staff notation.