

Year 3/4 Spring 1



Mysterious Mayans

Children will be learning about the Mayans, its habitats and wildlife whilst using the theme to explore Art, DT and History topics

Grange View C.E
First School



KUW

Science

To understand the features of a balanced diet
To know the role of different food groups
Identify that animals and humans need nutrition from food
Describe different parts of plants and flowers
Explore the requirements of plants for life and growth and that they can vary
Recognise that environments can change and can sometimes pose dangers to living things.

Geography

To use atlases and globes, and maps and plans at a range of scales
To identify and describe what places are like
The location of places and environments they study and other significant places and environments
To explain why places are like they are

History

Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study
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 and that different versions of past events may exist, giving some reasons for this
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance
Note connections, contrasts and trends over time and develop the appropriate use of historical terms

RE— See separate planning

ONGOING—MUSIC learning to sing, dance showcase routines and gymnastic festival sequences

Literacy - Stories from other cultures

Geography— What is it like to holiday in Mexico?

History— What can we learn about the Mayan civilization?

ICT— How can we add instructions to make Roamer or Beebot move?

History— What do we know about Chichen Itza?

Geography—Where were the ancient Maya cities?

Week 3 and 4

ICT— How can you given commands to make the on screen turtle move?

History—How did the Mayans develop and decline?

History / Science—What did the Mayan's grow and eat?

ICT— What shapes do you think the given commands will create?

Science—What would be a healthy recipe for a tortilla wrap?

History — why was the cacao bean so special?

History/RE— What were the characteristics of different Mayan Gods?

Week 5

Literacy - Poetry

ICT— How can you use the pen up/pen down feature to write a mayan messages?

Tuesday 8th Feb: Safer Internet Day

Art — What can we learn from the drawings by Frederic Catherwood?

History / Art— How did the Mayan people write messages?

Art/RE— What would be the features of your own God design?

Creative Development

Art -

To use sculpture techniques to create a Mayan hieroglyphic
To design and describe their own Mayan God
To use observational drawing to recreate Frederick Catherwood structural sketches
To study and learn from other artists work/

DT—visiting project

To create masks and models of Mayan artefacts using a range of materials
To follow a recipe to create healthy tortilla wraps and hot chocolate.

Music

To read, follow and perform music on a stave
To build and create appropriate sounds and dynamics with their voice
To follow a steady beat to perform and create rhythms

Mathematical Development

Topic: What was the Mayan number system? How does this compare to Roman Numerals?

Year 3 will continue with multiplication and division including

- * dividing by 2, 5 and 10
- * Multiplying and dividing by 3, 4 and 8.
- * Multiplying and dividing 2 digit numbers by 1 digit

Year 4

- * Multiplying and dividing by 1, 2 and 3 digit numbers
- * Written multiplication and division
- * Factor pairs
- * Efficient multiplication and division

FOREST SCHOOL -

How are skills of trust and cooperation important in different civilisation and communities?
How does the forest compare to the rainforests of the Mayan's?
How can our forest shelters compare to a Mayan civilisation?
What is the difference between acute and obtuse angles?
What were the ingredients of Mayan Hot Chocolate?
How can different feeders be created?

Physical Development

Gymnastics - Unit O VS Year 3—Travelling / Unit P VC Year 4- Balance

To understand and identify symmetry and asymmetry
To move and balance showing specific planned shapes and variations in speed and level
To adapt and transfer learned skills onto appropriate apparatus
Dance - Creative dance movements to music (Dance Showcase)
To move in time to the music
To respond to different speeds and tempos in the music

Discrete Learning:

PSHE - *Living in the wider world and being part of a community*

RE:

- How do Christians show their love to God?

PSED/ RSHE—living in the wider world

Rules, laws and responsibilities
How data is used and shared online
Managing money—saving, using it effectively and keeping it safe
Different jobs
Setting ourselves goals

Esafety:

'The Power of Words'

To empathize with those who have received mean and hurtful messages.
To judge what it means to cross the line from harmless to harmful communication online.
To generate solutions for dealing with cyber bullying
INTERNET SAFETY DAY

Key

Outside environment
Multiculturalism
Arts

Communication Language and Literacy

Narrative writing—reading, acting out, studying and then writing stories with different cultures
Using visualisation to plan, write and structure creative and shape poetry
Big writing—working on target : Choice of vocabulary: adverbs and adjectives to add interest to writing. Using topic work as focus
SPAG—based on rising stars tests:

- * apostrophes
- * Plurals
- * Subordinate clauses
- * Prepositions / verb/ noun/ adjective

ICT- Control

To know how to create, test, improve and refine sequences of instructions to make things happen
To use simulations and explore models in order to answer 'What if ... ?' questions, to investigate and evaluate the effect of changing values
To identify patterns and relationships



