



# Mysterious Mayans

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



## KUW

### OUR SCIENTIST SPINE IS:

**Adelle Davis** (Biochemist and Nutritionist)

#### 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 (How do festivals and worship show what happens to Muslim people?)

KUW— Skills based objectives to focus on:

#### Science—

##### Living things

Identify that animals and humans need nutrition from food

#### Geography—

##### Place knowledge

Begin to understand more 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, e.g. the River Aln and the River Amazon.  
Understanding Human and Physical geography  
Begin to describe their understanding of key aspects of human geography, including: types of settlement and land use.

#### History -

##### Chronology

Develop a secure chronological knowledge and understanding of British, local and world history and begin to establish clear narratives within and across the periods studied.  
Cause and Consequence  
Identify and give reasons for historical events, situations and changes.

## Literacy NF: Instructions (3 weeks)

### Week 1 and 2

ICT—Minecraft voyage aquatic

Geography—What is it like to holiday in Mexico?

Science—What nutrients do different food groups provide?

ICT—Minecraft Hero's journey

History—What can we learn about the Mayan civilisation?

Science—What is the purpose of a food label?

## Week 3 and 4

ICT - Mine craft adventurer

History—What do we know about Chichen Itza?

Science—How do muscles help us move?

## Literacy Stories from other cultures: Characterisation (2 weeks)

ICT - Mine craft designer

Geog—Where were the ancient Maya cities?

Science—Why do we need to stay healthy?

## Week 5 and 6

ICT—Star wars building a galaxy with code

History—How did the Mayans develop and decline?

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

ICT—Moana Way-finding with code

Art/ History—What can we learn from the drawing by Frederick Catherwood?

Science—What did the Mayans grow and eat?

## OUR ARTIST SPINE IS: Andy Goldsworthy

### 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

To follow a recipe to create healthy tortilla wraps and hot chocolate.

## Music : Charanga Unit : Lean on Me (Y4)

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

## Numeracy

### Year 3:

Will be learning about multiplication and division

Multiples of 10 and related calculations

Multiply a 2 digit number by a 1 digit number

Divide a 2 digit number by a 1 digit number

Scaling

As well as length and perimeter:

Measures in meters, centimetres and millimetres

Equivalent and comparison of lengths

adding and subtracting lengths

Exploring perimeter

### Year 4:

Will be learning about multiplication and division

Factor pairs

Multiplying / dividing by 10 or 100

Related facts and informal written methods

Multiplying/ dividing a 2 or 3 digit number by a 1 digit

Efficient multiplication

As well as length and perimeter:

Measures in kilometres, meters and equivalence

Perimeter of a grid, rectangle or rectilinear shapes

Find missing lengths in rectilinear shapes

Perimeter of regular and irregular polygons

## Arts specific learning (Y4):

Art: To improve their mastery of techniques including drawing, painting and sculpture with a range of materials eg: pencil, charcoal, paint and clay.

KS1 techniques to master: colour, pattern, texture, line, shape, form and space.

## PSED—Living in the wider world

### Y3:

-The values of rules and laws; rights, freedoms and responsibilities

How the internet is used; assessing information online

Different jobs and skills, job stereotypes; setting personal goals

### Y4:

-what makes a community; shared responsibility

How data is shared and used

Making decisions about money; using and keeping money safe

## Physical Development

Monday (Y3 and Y4)

Dance:

NUFC

WEDNESDAY pm -

Swimming

## Key

Outside environment

Multiculturalism

Arts



## Communication Language and Literacy

Story from another culture: Character focus - Hook text:

The Hero Twins. By Dan Jolley and David Witt

NF: Instructions—Hook text: Great Civilisations: The Maya.

By Tracey Kelly/

## 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 people

To evaluate the consequences of unreliable content

## MFL—French—Clothes

Describing clothes for different weather conditions and occasions

Complex sentences starting with a clause using "Quand ..."