

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

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

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 give commands to make the on screen turtle move?

History—How did the Mayans develop and decline?

History / Science—What did the Mayans 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 message?

Tuesday 6th Feb: Safer Internet Day

Art — What can we learn from the drawings by Frederick 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 stove

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?

Number and place value (NPV):

Mental addition and subtraction (MAS);

Written addition and subtraction (WAS);

Length and perimeter (MEA)

Problem solving, reasoning and algebra (PRA)

Statistics (STA)

Target Numeracy: To develop mental strategies

Fridays test practise: To apply understanding to answer written number stories

FOREST SCHOOL -

How are skills of trust and cooperation important in different civilisations and communities?

How does the forest compare to the rainforests of the Mayans?

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 - SEALS: Getting on and falling out

RE:

- 4.1 God: David and the Psalms
- Islam: Unit 3—Stories

PSED (SEAL) - Going for Goals

To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
To resolve differences by looking at alternatives

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



