



# 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 SCINTIST 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 - Unit L2.9**

**Muslim**

How do festivals and worship show what matters to Muslim people?

**Career related Learning:**

Think, solve, succeed: Tourism Problem 1

**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 AIn 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.

**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 revisit and master: colour, pattern, texture, line, shape, form and space.

**PSED—How can we manage our feelings?**

Health and wellbeing : Feelings and emotions; expression of feelings; behaviour

PoS refs: H17, H18, H19, H20, H23

- how everyday things can affect feelings
- how feelings change over time and can be experienced at different levels of intensity
- the importance of expressing feelings and how they can be expressed in different ways
- how to respond proportionately to, and manage, feelings in different circumstances
- ways of managing feelings at times of loss, grief and change.
- how to access advice and support to help manage their own or others' feelings

**Physical Development**

Tuesday am : NUF:

Attack and defending

Wednesday pm: Complete PE:

Y4 Gymnastics— levels and direction

**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**

**PROGRAMMING B—EVENTS AND ACTIONS IN PROGRAMS (CS)**

- design, write and debug programs to accomplish specific goals
- solve problems by decomposing them into smaller parts

- use logical reasoning to explain how simple algorithms work and detect errors

**DL: Online bullying**

**MFL—Seasons**

Say the seasons

Build to a short phrase about the key characteristics of each season