Ancient Mayan Civilisation

History/Geography

The children will be looking into the history of the Ancient Mayan Civilisation to investigate where the Mayans lived, when the Mayan ruins were discovered, what Mesoamerica is like, how the society was organised, what they believed, what everyday life was like for the Mayans, what they achieved and why their civilisation declined.

History skills: Use sources of evidence to deduce information about the past. Understand that no single source of evidence gives the full answer to questions about the past. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural or religious diversity of past society. Use dates and terms accurately when describing events. Use appropriate historical vocabulary to communicate.
Geography Skills: Name and locate some of the countries and cities of the world and their identifying human and physical characteristics. Name and locate the countries of South America and identify their main physical and human characteristics. Identify and describe how the physical features affect the human activity within a location. Describe how locations around the world are changing and explain some of the reasons for change. Describe and understand key aspects of physical and human geography. Create maps of locations identifying patterns.

Application of maths across the curriculum: Coordinates, 8 point compass, grid referencing. **Application of Literacy across the curriculum:** Explanation texts, Diary writing, Biographies, Reading and comprehension work from class novel Middleworld and non-fiction

Religious Education

We will be studying the unit 'God as Spirit', focusing on the key idea that religious people believe that through their encounter with and experience of God they 'know' what God is like.
We will also learn what the Mayans believed by finding out about Mayan Gods, exploring religious rites and rituals, including bloodletting and human sacrifice and finding out about Mayan beliefs of the afterlife
Skills:
Explain how some teachings and beliefs are shared between religions.
Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
Explain the practices and lifestyles involved in belonging to a faith community.
Application of maths across the curriculum: pattern and shape in architecture

PSHE

The children will look at democracy by thinking about how our society is run and who is in charge and exploring the city states of the Mayans and how they were organised. They will investigate the roles of different groups of people in Mayan society, such as kings, nobles, merchants and slaves.
Did the Mayans lead healthy lives? - Clarifying what we mean by the term 'healthy lifestyle' - Identifying areas of modern lifestyles that are healthy and unhealthy - Identifying areas of Mayan lifestyles that were healthy and unhealthy - Testing some healthy Mayan foods
Skills:
Application of maths across the curriculum: weighing, measuring food
Application of literacy across the curriculum: speaking and listening

Cultural Diversity: Compare Mayan Culture (then and now) to our own culture.

Art & DT

Recreating Mayan masks - Exploring the mask of Lord Pakal and investigating other uses for Mayan masks.
DT Skills: Using a variety of techniques, including papier máché.

Using clay to recreate Mayan artefacts, looking at a variety of artefacts to gather ideas.
Art skills: Designing patterns on tiles/pots. **DT skills:** Exploring the Mayans skills of stone-carving and potterymaking. Using clay to create tiles, stelae or coil pots

Recreating the Bonampak murals - Looking at the original Bonampak murals and their reconstructions. **Art skills:** Recreating the Bonampak murals using pastels – **DT skills:** Recreating the Temple of Murals using a 3D net.

Application of maths across the curriculum: Nets of 3D shapes, symmetry
Application of literacy across the curriculum: instructions, speaking and listening

MUSIC

6a Songwriter: (LCP planning in Music section of the file)
Mayan music

Skills:
Learn traditional Mayan songs.
Write their own lyrics and music for a short song.

Application of literacy across the curriculum: speaking and listening

PE

This half term the children will partake in hockey lessons and Games activities with NUFC coaches.
Skills:
Learn how to hold a hockey stick correctly.
Learn the rules of hockey.
Learn how to pass the hockey ball effectively.
Develop being a team player.
Develop good sportsmanship during a competition.
Application of literacy across the curriculum: instructions, speaking and listening

ICT

The children will be planning the creation of a mobile app
Skills:

- **Develop an awareness of the capabilities of smartphones and tablets**
- **Understand geolocation, including GPS**
- **Identify interesting, solvable problems**
- **Evaluate competing products**
- **Pitch a proposal for a smartphone or tablet app**

Application of maths across the curriculum: comparing the power and measurements of different facilities on smartphones
Application of literacy across the curriculum: communication and persuasive skills to pitch an idea.

Wow experiences

- Mayan Feast
- Class Novel 'Middleworld' by J&P Voelkel
- Drama Workshop on Mayan Civilisation

Keeping Safe: Discussion of issues around personal safety relating to class novel.

Mathematics

- To read, write, order and compare numbers at least to 10,000,000 and determine the value of each digit.
- To round any whole number to a required degree of accuracy.
- To use negative numbers in context, and calculate intervals across zero.
- To solve number problems and practical problems that involve all of the above.
- To perform mental calculations, including with mixed operations and large numbers.
- To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- To perform mental calculations, including with mixed operation and large numbers.
- To identify common factors, common multiples and prime numbers (Children could practise using mental methods that involve using factors, for example.)
- To use their knowledge of the order of operations to carry out calculations involving the four operations.
- To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- To add and subtract fractions with different denominators, using the concept of equivalent fractions.
- To associate a fraction with division to calculate decimal fraction equivalents (0.375) for a simple fraction (3/8).
- To multiply simple pairs of proper fractions, writing the answer in its simplest form ($1/4 \div 1/2 = 1/8$).
- To divide proper fractions by whole numbers ($1/3 \div 2 = 1/6$).
- To describe positions on the full co-ordinate grid (all four quadrants).
- To draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.
- To recognise that shapes with the same area can have different perimeters and vice versa.
- To calculate the area of parallelograms and triangles.
- To recognise when it is necessary to use the formulae for area and volume of shapes.
- To calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm3) and cubic metres (m3) and extending to other units such as mm3 and km3.

Literacy

Creation Myths and Class Novel 'Middleworld'.

Read fiction related to the time of Mayan Civilisation

2. Imagine what it would be like to live during that time
3. Think from the perspective of a character in a story
4. Identify the features of myths, legends and fables
5. Use examples to inspire own Mayan myths

Non-fiction revision – Persuasion, informal letter, formal letter, newspaper report.

1. Understand and use a variety of ways to criticise constructively and respond to criticism
2. Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words
3. Appraise a text quickly, deciding on its value, quality or usefulness
4. Understand how writers use different structures to create coherence and impact
5. Recognise rhetorical devices used to argue, persuade, mislead and sway the reader
6. In non-narrative, establish, balance and maintain viewpoints
7. Select words and language drawing on their knowledge of literary features and formal and informal writing
8. Use varied structures to shape and organise texts coherently
9. Use paragraphs to achieve pace and emphasis
10. Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways
11. Use punctuation to clarify meaning in complex sentences

Biography and Autobiography

Discuss the differences between biographies and autobiographies. Research information about main character from class novel 'Middleworld' to write a biography based on his adventure in the story.

Use children's own life experiences to write an autobiography.

Science

This term, the children will be learning about Electricity.

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.

The children might work scientifically by:

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Using test results to make predictions to set up further comparative and fair tests

exporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Identifying scientific evidence that has been used to support or refute ideas or arguments.
