

### History

#### Ancient Mayans

A non-European society that provides contrasts with British history. A study of the Mayan Civilisation – c. AD900.

Learn about the hierarchy in Mayan society, religion and rituals, the development of their number system and calendars and how the civilisation declined.



## TERM 3: The Mayan Civilisation



### Religious Education

Why do people have ceremonies and use ritual in their lives?

Demonstrating understanding of the meaning of rituals in more than one religion, comparing similarities and differences in religious beliefs and expressions.

(Links to Mayan beliefs/ceremonies/rituals).



### Art

To improve mastery of art and design techniques including painting.

Mayan art – Day of the Dead masks/skulls.

Film - Coco



### Science

#### Forces – Catapults and Rockets.

- Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling point.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Reporting 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 written forms such as displays and other presentations.

### Health and Well Being

#### Being Safe (Safe Relationships)

#### Changing adolescent Body

(See RSE progression document)

### DT – Stir Fry

Visit HTCS to use the kitchen facilities

### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### Cooking and nutrition

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

### Physical Education

1. Swimming intervention
2. Gymnastics
3. Cricket
4. Hockey / Netball
5. Athletics

Pupils should be taught to:

- ♣ use running, jumping, throwing and catching in isolation and in combination
- ♣ play competitive games, modified where appropriate [for example, cricket, hockey and netball], and apply basic principles suitable for attacking and defending
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- ♣ swim competently, confidently and proficiently over a distance of at least 25 metres
- ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ♣ perform safe self-rescue in different water-based situations

### French

#### Unit 19: Notre Ecole

Making statements about everyday school routines Telling the time (half/quarter hours and minutes) Making statements about people in school.

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

### Computing

Use sequence, selection, and repetition in programmes; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes.

Music – Decades of Music  
Develop an understanding of the history of music.



## TERM 3: Non Theme

# Y5/6 Term Three Theme: Maya Civilisation

Vocabulary		Knowledge
hierarchy		1. I know that the Maya civilisation lived in Mexico which at the time was known as Mesoamerica
sacrifice		
The Hero Twins		
Chichen Itza Temple		2. The Mayans were expert mathematicians and astronomers and they used this expertise to make calendars.
cenote		
migration		
Mesoamerica		3. The Mayans developed their own writing system.
Civilisation		4. The Mayans used limestone for buildings and temples.
Glyphs	Tikal	5. The Mayans had a hierarchy system for their society and the King and Royal family were believed to be related to the Gods.
Pok-a-tok		
Cacao bean		6. The Mayan religion involved human sacrifices and blood-letting rituals.
Ahaw		7. The Mayans believed in the afterlife
Kukulcan		8. I understand that there are different theories to explain the decline of the Mayan culture.
Repeated pattern		
Day of the Dead		1. I know the traditions of The Day of the Dead, looking at art from Mexico linked to this celebration.
Calaca figures		
calavera		2. I know how to create a 3d structure skull, which includes recurring patterns based on research from other artists' work.
Sculpture		
Mood		3. I know the vocabulary to use when describing my art work (mood/ tone/ form)
Form		4. I know how to use a range of materials for effect creating a 3d model.



## History and Art and Design Objectives

### History

#### Ancient Mayans

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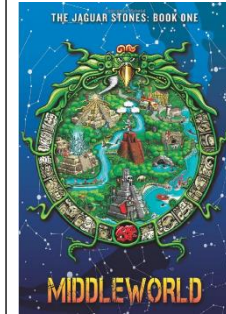
### Art

To improve mastery of art and design techniques including painting.

Mayan art – Day of the Dead masks/skulls.

Film - Coco

## Exciting Books



## Assessment

I can demonstrate an understanding of the hierarchy of the Ancient Mayan society

I am developing techniques including control and the use of materials with creativity

# Y5/6 Term Three Theme: Maya Civilisation

Vocabulary		Knowledge
<b>Celebration</b>		1. I understand that people celebrate in different ways, both religious and non-religious. (Birthdays, Christmas, Cenotaph)
<b>Ritual</b>	<b>Eid</b>	
<b>Ceremony</b>		2. I understand the difference between a ritual and a repeated action.
<b>Festival</b>		3. I can explain the key rituals of Eid, Diwali and Passover
<b>Secular</b>		4. I can explain how rituals and ceremonies are the same or different in different religions and how they have common themes (family, saying thank you, gathering together, special)
<b>Repeated action</b>		
<b>Passover</b>		
<b>Diwali</b>		5. I can make links to the rituals of the Maya.
<b>aesthetics</b>		1. I know how to plan a healthy meal as I can use research to develop a design criterion to inform the design (create a healthy menu).
<b>Anti-bacterial</b>		2. I know which ingredients to select and how to prepare them hygienically.
<b>High risk area</b>		3. I know when different vegetables are in season in the UK
<b>Low risk area</b>		4. I can say what the words reared, caught and processed mean.
<b>Contaminate</b>		5. I can name some foods that are reared, caught and processed and can say where some of these foods come from.
<b>Consistency</b>		6. I can explain that reared and caught foods are also seasonal.
<b>Gluten</b>	<b>organic</b>	
<b>Food miles</b>		7. I know how to evaluate my design and explain why it links to the food from the region or where the food fits into a historical or geographical context.
<b>Marketable product</b>		
<b>Commercially viable</b>		



## Religious Education and Design Technology Objectives

**Religious Education**  
 Why do people have ceremonies and use ritual in their lives?  
 Demonstrating understanding of the meaning of rituals in more than one religion, comparing similarities and differences in religious beliefs and expressions. (Links to Mayan and Egyptian beliefs/ceremonies/rituals.)

DT – Stir Fry  
 Visit HTCS to use the kitchen facilities

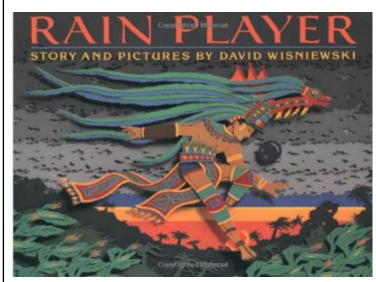
**Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

**Cooking and nutrition**

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

## Exciting Books




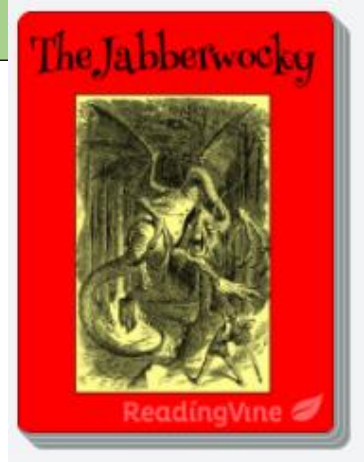
## Assessment

I can make links between the beliefs of different religious groups and show that they are connected to believers' lives.

I understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed (making Tortillas)

# Y5/6 Term Three Theme: Maya Civilisation

Vocabulary		Knowledge	Objectives – Science
balanced	opposing	1. I can explain the effect of gravity on unsupported objects	Science Forces – Catapults and Rockets. <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling point.</li> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>
unbalanced	Mass		
Galileo	weight		
Galilei	compress		
Resistance	gravity	2. I can investigate the effects of air resistance.	Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
friction	Buoyancy	3. I can investigate the effects of water resistance	
exert	apply	4. I can investigate the effects of friction	
Water resistance		5. I can explore and design mechanisms.	
Air resistance			
Isaac Newton			
newton metre			
streamline			
Mechanism			
lever	cog		
gear	pulley		
machine			




## Assessment

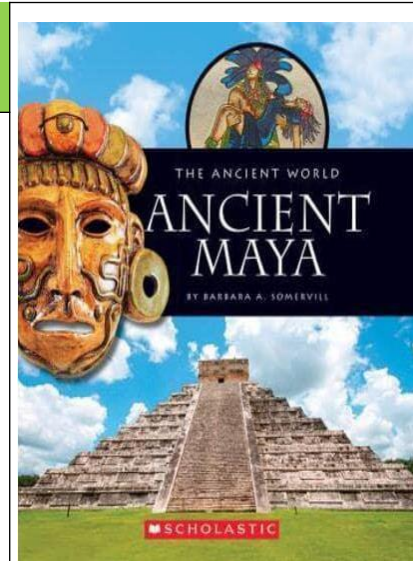
I can explain the effect of gravity acting between the Earth and a pulling object.

I can identify the effects of air resistance, water resistance and friction between moving surfaces.



# Y5/6 Term Three Theme: Maya Civilisation

Vocabulary		Knowledge	Computing, Music and French Objectives
Sequence		1. I can deconstruct a problem into smaller steps.	<b>Computing</b> Use sequence, selection, and repetition in programmes; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes.
Selection			
Repetition			
Variables	nesting		
Input	Output	3. I can evaluate the effectiveness and efficiency of my algorithm while I continually test the program.	
design	Debug		
Decade	genre	4. I can identify and correct my errors.	<b>Music</b> Decades of Music Develop an understanding of the history of music.
andante			
Largo	ensemble		
presto	Allegro	2. I know how to relate the composition of a piece of music to social context of the time i.e. fashion/ historical context.	<b>French</b> Unit 19: Notre Ecole Making statements about everyday school routines Telling the time (half/quarter hours and minutes) Making statements about people in school. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
Fashion influences			
Le / la professeur		1. I know how to talk about school routines or people in school. (Basic statements)	
La salle de classe			
L'entree principale		2. I know how to tell the time using half/quarter hours and minutes.	
Il est deux heures et quart			
Moins le quart		3. I know how some key phrases from memory.	
Le déjeuner		4. I know how to follow basic commands and instructions in French.	



## Assessment

I can use sequence selection and repetition in programs, work with variables and various forms of input and output.

I have developed an understanding of the history of music.

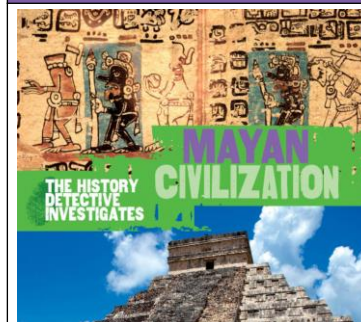
I can present ideas and information orally to a range of audiences.

# Y5/6 Term Three Theme: Maya Civilisation

Vocabulary	Knowledge	
Appropriate	I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	
Boundaries		
Privacy	I know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	
Secretive		
Advice		
Sources	I know how to recognise and report feelings of being unsafe or feeling bad about any adult	
Puberty		
Emotional	I know how to ask for advice or help for themselves or others, and to keep trying until they are heard.	
Physical		
Well being		
Adolescent	I know where to get advice, for example family, school or other sources	
Menstrual		
Menstruation	I know some key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11	
		I know that there are physical and emotional changes during puberty
		I know about menstrual wellbeing including the key facts about the menstrual cycle



## Exciting Books



## Relationship and Sex Education

### Being Safe (Safe relationships):

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- Where to get advice, for example family, school or other sources

### Changing adolescent body:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle