

Curriculum planning - Spring term 2019

Key Stage 2: Year 5/6

Marvellous Mayans

Class Reading: Holes Louis Sachar

Trips/Visitor: Mexican Restaurant?

Web links <http://mayankids.com/mmkbeliefs/dayofdead.htm>

<http://mayaarchaeologist.co.uk/>

<https://www.atozkidsstuff.com/mexico.html>

<https://www.ducksters.com/geography/country/mexico.php>

<http://www.sciencekids.co.nz/sciencefacts/countries/mexico.html>

<https://www.bbc.com/bitesize/clips/zbdmpv4>

	Main objectives	Activities
<b>Geography/ History (Topic)</b>	<p>To discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.</p> <p>Study the achievements of the earliest civilisations and an overview of where the first civilisations appeared.</p> <p>To use maps, atlases and globes to locate countries and describe features studied.</p> <p>To explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</p> <p>Study the achievements of the earliest civilisations.</p> <p>To identify and use a range of evidence sources to help me understand more about the Maya Civilisation.</p> <p>Identify how a range of sources build up our knowledge and understanding</p> <p>To understand geographical similarities and differences through the study of human and physical</p>	<p>Meeting the Mayans</p> <p>Ancient Mayan cities and landmarks</p> <p>Pyramids and temples</p> <p>Religion and Gods</p> <p>Discovery and exploring</p>

	<p>geography within a region of South America and the UK.</p> <p>To understand geographical similarities and differences through the study of human and physical geography within a region of South America and the UK. (physical- climates, volcanoes, rivers, mountains. (Human - settlement and land use, economic activity including trade links, distribution of natural resources)</p> <p>I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.</p> <p>To study a non-European society that provides contrasts with British history (Mayan Civilisation)</p>	<p>Ancient Mayan communication</p> <p>Mayan number system</p> <p>Mexico Geography Climate, volcanoes</p> <p>Daily life, schools and meals, comparing life on cities to rural areas.</p>
<b>English</b>	<p>See detailed Literacy Curriculum Planning for Y5/6 (Genre subject to change depending on individual school needs)</p>	<p>Weeks 1 and 2 Persuasive Visiting Mexico</p> <p>Weeks 3 and 4 Hero twins - Myth</p> <p>Weeks 5 and 6 Report on the History of Chocolate</p> <p>Weeks 7 and 8 Day of the Dead - Non chronological report- Literacy Shed</p> <p>Weeks 9 and 10 Instructions Food/Drink (Making hot chocolate, corn tortillas, chillie con carne etc..)</p> <p>Dwarf of the Uxmal Talk for writing - Narrative</p> <p>Ongoing as part of reading/class novel work. Continue chapter of Holes - Narrative and comprehension.</p>
<b>Maths</b>		<p>Counting system of the Ancient Mayan</p>
<b>Science</b>		<p>Evolution and Inheritance</p> <p>Living things and their habitats</p>
<b>Computing</b>		<p>PPA</p>
<b>Art/DT</b>		<p>St G - Art Day on a range of Maya art (Masks, headdresses, patterns, Gods)</p>
<b>Music</b>		<p>Liturgical singing and Maya music</p>
<b>MFL</b>		<p>PPA</p>
<b>PE</b>		<p>Dance- Maya link</p>