

Year 5/6 Spring 1- Mysterious Mayans

Subject	Skills and Objectives	Possible activities
English (Link with MFL)	The Pied Piper Sherlock Holmes - "The last case of Doctor Watson"	Diary accounts Writing letters Poetry Newspaper writing Inference and deduction skills Police report writing Crime fiction writing Poetry Arguments
Maths enrichment	Mayan number system	Looking at the Mayan number system and having a go at adding using their system. How did the Maya count? How did they use their number system?
Science	<u>Forces</u> Explain that a force can alter the speed, shape or position of an object. Explain that gravity is a pulling force that is exerted by bodies on objects around them. The greater the mass of the body , the greater its attractive force. Explain that the person who discovered gravity was Isaac Newton. Explain that friction is a force that acts between two surfaces , to slow the movement of one of them , or to make movement difficult. Explain that in situations that are unchanging, forces are balanced , but that where objects speed up or slow down or change shape unbalanced forces are working.	Children label up simple force diagrams. Children make their own diagrams of action of gravity on Earth, Moon and Jupiter Children write a list of relevant questions they would like to ask Isaac Newton ? Children work in groups to list the variables operating on a body falling with a parachute. Then they are to identify one variable to test. Children plan an experiment to investigate the effect of altering this one thing. They are to make it a fair test, decide how many measurements to take and design a recording

	Explain that a parachute aids a falling body by increasing air resistance and so slows descent.	method (table . etc). Children make parachutes and carryout experiment. They record results, draw conclusions and report findings to rest of class.
History	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <p>To consider similarities and differences between ancient religions and different religions today.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>To look at Maya civilization and how they lived.</p> <p>To discover Maya way of life.</p> <p>To look at Mayan Religion and the different Gods they worshipped.</p> <p>To look at Catherwood and his drawings of Mayan ruins. Discuss what we can learn about the Mayans from a source.</p> <p>To look at Chichen Itza and create a tour guide.</p>
Geography	Interpret a range of sources of geographical information, including maps	Consider where Ancient Mayan civilizations were and how far they stretched. How this influenced their way of living.
PSHCE	<p>Drugs education</p> <p>Holocaust memorial day</p> <p>Safer Internet day</p> <p>Emotional Health and Well being</p>	<p>Being aware of pressures and influences on me</p> <p>Alcohol and smoking dangers</p> <p>Types of drugs and their effects</p> <p>Drugs as medicine</p> <p>Staying healthy</p>

		Valuing myself What gives me confidence.
Computing	Use software to present data in a non linear PowerPoint.	Using Powerpoint Creating hyperlinks to other slides within the document Non linear powerpoint on the Mayans with a contents page that links to different sections of information.
ART	To sketch using paints and pencils To improve mastery of techniques in drawing and painting.	Making a codice using Mayan inspired patterns and drawings. Drawing Mayan maps (outdoor learning)
DT	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (Taken from NC 2014) Strengthen, reinforce complex structures Select from a range of materials	Baking and icing cupcakes for "Make Money Grow" project. Tasting of Mayan Foods and discussing our thoughts on the taste. Making Mayan headdresses Making a Mayan inspired mosaic Making Mayan numbers in clay (outdoor learning)
PE (Link with MFL)	Develop flexibility and control in dance	Creating a warm up routine. Creating dance routines
Music (Link with MFL)	Improvise and compose music for a range of purposes using the inter-related dimensions of music (Taken from NC 2014) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Taken from NC 2014)	Looking at scales and dynamics/pitch to create a composition using Mayan inspired instruments i.e. drums, shakers, triangles, bells etc. Write down the composition using notation. Listening to Mayan music and watching

	Use voice and instruments with increasing accuracy, control and expression.	<p>Mayan dance.</p> <p>Learning about the History of Mayan music and the instruments they used- looking at Mayan instruments.</p> <p>Performing compositions using notation to guide.</p>
MFL	Qu'est ce tu veux? Unit	Looking at food and drink
R.E.	To understand the practices and beliefs of another religion Knowledge: The forms of Deities in Hinduism	<p>Looking at how wide spread Hinduism is.</p> <p>Looking at the inside of a Hindu temple and how the Hindu's worship.</p> <p>Looking at the different Deities in Hinduism and what they represent.</p>