

## The Marvellous Mayans

Throughout our learning journey we strive to provide a wide range of **possibilities** which will help our children to develop aspirations and promote **independence** for their future lives.  
We are **ambitious**.

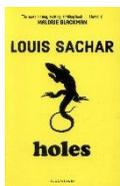
**Creativity** underpins all areas of learning in our curriculum. We want children to be **enthusiastic** and innovative and to develop these qualities through all subjects, not just the arts.  
We are imaginative.

The **community** provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as **kind** and **confident** citizens. We are **respectful**.

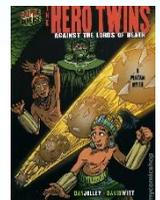
### **Learning Journey Showcase**

Our learning journey showcase will be an opportunity to share how much we have learnt about the ancient Mayan Civilisation and how their lives compare to our own. We will do this by sharing our work in a museum event where we will act as museum guides and specialists, narrating a tour of our work. We will take you on a tour of our sketches and drawings of the temple at Chichen Itza where we have created a detailed drawing which shows perspective. We will share with you our comic strips and the Mayan based stories we have developed from them as part of our English work. In the practical section of the museum we will demonstrate how we investigated the melting points of different chocolate and how we have applied our science skills to design and create our own chocolate-based product.

Our **Class Texts and Poems** for this theme are:



The Hero Twins: Against the Lords of Death (A Mayan Myth) – Dan Jolley  
Holes – Louis Sachar  
Discover and Learn: History – Mayan Civilisation Study Book  
Chocolate Cake – Michael Rosen



During this theme we will develop as

**Mathematicians** by learning to:

- Understand Volume
- Calculating with whole numbers and decimals
- 2D and 3D shape
- Problem Solving

We follow the **Mathematics Mastery** scheme of learning, supplemented by White Rose.

**Speakers, readers and writers** by learning to:

**Speakers:**

- develop our explanation and debating skill
- refining our use of language in a variety of formats, which will help us develop our writing
- consider and evaluate viewpoints that may be different to our own.
- use the ideas and opinions of others as a foundation for developing our own thoughts and ideas.

**Readers:**

- continue to develop our comprehension skills and understanding, using a variety of texts, to hone and refine our reading skills.
- develop our skills in summarising; predicting; explaining why authors may have chosen particular words and phrases

**Writers:**

- develop our use of grammar, punctuation and well-chosen vocabulary to improve our writing of stories, persuasive texts, reports and diaries.
- Accompanying this work will be a continual focus on spellings, feeding into all of our written work.

We follow the **Letters and Sounds** scheme of learning for phonics and No-Nonsense Spelling scheme of learning for spelling.

Scientists by learning to:

- read, spell and pronounce scientific vocabulary correctly.

Working scientifically

- planning different types of scientific enquiries to answer questions
- taking measurements, using a range of scientific equipment
- recording data and results of increasing complexity
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Properties and changes of materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnet
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials

A Historian by learning to:

- Understand the Mayan civilisation, which was located in central America from around 1800BC to 900AD.
- Through a range of media we will explore the evidence – creating reports and information texts along the way - to create theories and develop questions about these people, which we can investigate and hopefully answer.
- As part of this work, we will be learning how they communicated, about their religious beliefs and societal structure, and their food and everyday lives.

Artists by learning to:

- Study the form of Mayan temples, such as those at Chichen Itza and Coba.

Citizens (PSHE) by learning to:

Relationships

- Develop Self-recognition and self-worth
- Build self-esteem
- Develop our understanding of safer online communities and rights and responsibilities online
- Reducing screen time
- Understand the dangers of online grooming
- SMARTT internet safety rules

Summer 2 - Changing Me

- Develop our self- and body image
- Understand the Influence of online and media on body image
- Puberty for girls and boys
- Develop our understanding of Conception (including IVF)
- Grow responsibility
- Develop our ability to coping with change

We follow the JIGSAW scheme of learning for PSHE.

A Geographer by learning to:

Place knowledge

- compare the Yucatan Peninsula in Mexico, with Yorkshire in the UK and the Black Forest in Germany
- look at key physical geographical features - such as mountains, rivers, climate and biome types - along with their human (political) features, such as population distribution and migration over time.

Designers (DT) by learning to:

- Use the knowledge we gained on our trip to York Chocolate Story to design, make and evaluate our own chocolate bar.

<ul style="list-style-type: none"> <li>• create detailed pencil drawings of them using a variety of different shading techniques.</li> <li>• We will incorporate perspective, proportion and scale within our artwork.</li> <li>• As part of this work, we will examine and consider the work of renowned international artists, both contemporary and historical.</li> </ul>	<ul style="list-style-type: none"> <li>• explore the melting temperatures of different chocolate and explore the process of tempering.</li> </ul>
<p><b>Musicians</b> by learning to:</p> <ul style="list-style-type: none"> <li>• listen to and appraise music within the unit ‘Dancing in the Street’, which includes songs by Martha And The Vandellas, The Four Tops and Marvin Gaye</li> <li>• learn the chords C, F, G7 and G on the ukulele in order of difficulty, beginning with the easiest; the chord of C</li> <li>• Listen to and appraise Classical music through the unit ‘Reflect, Rewind and Replay’</li> <li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Sing</li> <li>• Play instruments within the songs</li> <li>• Improvisation using voices and instruments</li> <li>• Composition</li> <li>• Share and perform the learning that has taken place</li> </ul> <p>We Follow the <u>Charanga</u> scheme of learning for music.</p>	<p><b>Users of technology (Computing)</b> by learning to:</p> <p><u>3D Modelling</u></p> <ul style="list-style-type: none"> <li>• Develop our understanding of computer aided design (CAD)</li> <li>• create a 3D model on screen which they will then print as a 2D net which will enable them to construct their model.</li> </ul> <p><u>Concept mapping</u></p> <ul style="list-style-type: none"> <li>• find out how concept maps can be used to retell stories and information</li> <li>• create one to enable us to present information to an audience.</li> </ul> <p>We Follow the <u>Purple Mash</u> scheme of learning for computing.</p>
<p><b>Linguists</b> by learning to:</p> <p><u>Seasons</u></p> <ul style="list-style-type: none"> <li>• Use vocabulary about the four seasons, and activities that might be done during these times of year.</li> <li>• learn how to say the date, which is useful for a variety of situations.</li> <li>• Use useful arts and crafts vocabulary.</li> </ul> <p><u>The Environment</u></p> <ul style="list-style-type: none"> <li>• Sing a song about the weather.</li> <li>• Talk about what we like to do in the garden and about the creatures that live there.</li> <li>• Use some useful vocabulary linked to rubbish and recycling.</li> </ul> <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages</p>	<p><b>Theologian</b> (RE) by learning to:</p> <ul style="list-style-type: none"> <li>• Develop our understanding of what it means to be a Muslim in Britain today</li> </ul> <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>

**Sports people** by learning to:

Swimming

- Swim 25m

Accuracy and Rallies, Olympic Training

- develop our skills in tennis and volleyball, enabling us to position the ball accurately when hitting it and maintain a rally within a game.
- We will also be introduced to some Olympic athletic disciplines such as triple jump and discus.

Striking and Fielding, Gymnastics – travelling and turning

- develop our skills of striking and fielding through cricket and rounders
- ensure we can position ourselves in an appropriate space to be an effective fielder.
- develop our travelling, turning and jumping techniques

We follow the IPEP scheme of learning for PE

**Spiritual, Moral, Social and Cultural (SMSC) citizens** by learning to:

- SMSC underpins our school ethos, values and policies.
- The curriculum design provides opportunities for the development of SMSC.
- We regularly invite external companies and visitors into school to further support the development of SMSC.
- The School Nursing team and Big Talk provide puberty, sex and relationship education to our children, which is further supported through our curriculum.

PSHE is taught through JIGSAW which incorporates SMSC.

Each theme will start with a **'Talking Tub'**. This activity allows the children to explore, texts, photographs, artefacts and resources to inspire and engage them and to encourage them to pose questions and take ownership of their curriculum themes.

Some subjects do not link directly to the theme and will therefore be taught discretely.

To develop the children's understanding of the theme we will visit **York Chocolate Story and participate in a Mayan workshop on 29/4/20.**

Key dates and school events that link to this theme include Sports Day on 19/6/20,

These are just some of the areas which we will cover when we explore the theme of **The Marvellous Mayans**; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.