

The Marvellous Maya

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| <p>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.</p> | <p>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.</p> | <p>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.</p> |
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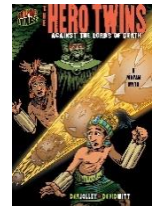
Learning Journey Showcase

Our learning journey showcase will be a museum-style exhibition, presenting our learning about the Maya civilisation and their amazing accomplishments. As junior archaeologists, we will be able to demonstrate our findings about their society, culture, religion, daily lives and the impacts they left on the modern world. Some of this work will showcase our related English learning through explanation texts and non-chronological reports. Our Art skills will be represented by drawings and sketches of Maya architecture. We hope that after this showcase, Year 5 will have developed a good understanding of the Maya, a non-European civilisation, which they can contrast with their previous learning about the contemporary Anglo-Saxons and Vikings in Britain.

The main **Class Texts and Poems** for this theme are:

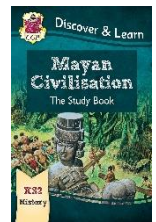
Fiction:

- The Hero Twins: Against the Lords of Death (A Mayan Myth) – Dan Jolley
- Extracts from Charlie and the Chocolate Factory



Non-Fiction:

- Discover & Learn: History – Mayan Civilisation Study Book (CGP KS2 History)
- A variety of non-fiction information texts we will use to research the Maya civilisation



Poem:

- Chocolate Cake – Michael Rosen

During this theme we will develop as

Mathematicians

We will focus on:

- reasoning with large whole numbers
- integer addition and subtraction
- line graphs and timetables
- multiplication and division
- perimeter and area

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

Speakers, readers and writers

We will create:

- stories
- explanation texts
- historical reports
- poetry
- recounts

We follow the **Spelling Shed** scheme of learning to develop our spelling knowledge and understanding.

Scientists

As scientists and astronomers, we will learn about:

Geographers

We will find out about the world geography and learn about:

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| <ul style="list-style-type: none"> forces, including gravity, air/water resistance and friction how some mechanisms allow a smaller force to have a greater effect about the Earth and space, especially our solar system | <ul style="list-style-type: none"> South America and the rainforests how these places compare with the UK the issue of deforestation |
| <p>Theologians (RE)</p> <p>We will discuss:</p> <ul style="list-style-type: none"> believing – Why do some people believe God exists? what would Jesus do? can people live by the values of Jesus in the 21st century <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE.</p> | <p>Historians</p> <p>We will investigate a non-European civilisation to compare and contrast to our knowledge of Britain at that time:</p> <ul style="list-style-type: none"> the society, culture and religion of the Maya the achievements and impacts of the Maya how the Maya were similar and different to the Anglo-Saxons and Vikings, around 900 AD |
| <p>Linguists</p> <p>We will develop our French by learning about:</p> <ul style="list-style-type: none"> holidays eating out beginning to write our own sentences <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages.</p> | <p>Citizens (PSHE)</p> <p>We will begin by looking at the units ‘Being Me in My World’ and ‘Celebrating Difference’. During these units we will think about:</p> <ul style="list-style-type: none"> my place in the school community, the local community and the wider world how my actions affect me and others bullying and how we can be a kind citizen <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p> <p>This is not a statutory subject, and schools have the flexibility to decide on their own content, based on their context.</p> |
| <p>Artists</p> <p>As Artists, we will:</p> <ul style="list-style-type: none"> using sketchbooks to record/revisit ideas developing our sketching skills explore architecture as a form of art | <p>Designers (DT)</p> <p>As Designers we will create a mechanical system (Mars rover) by:</p> <ul style="list-style-type: none"> researching designing making evaluating |
| <p>Musicians</p> <p>We will begin to learn to play the ukulele and focus on:</p> <ul style="list-style-type: none"> the song ‘Livin’ on a Prayer’ classroom jazz traditional Christmas carols and hymns <p>We follow the <u>Charanga</u> scheme of learning for Music.</p> | <p>Users of technology (Computing)</p> <p>We will learn about:</p> <ul style="list-style-type: none"> how to stay safe online coding using spreadsheets <p>We follow the <u>Purple Mash</u> scheme of learning for computing.</p> |

Sports people

We will focus on sporting rules and concepts, and learn skills such as accuracy and winning rallies in net games:

- team games
- tennis

We follow the IPEP scheme of learning for PE

Spiritual, Moral, Social and Cultural (SMSC) citizens

We will focus on:

- how to be a good British Citizen
- our culture
- our historical past

We follow the JIGSAW scheme of learning for PSHE, which incorporates SMSC.

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 hold a **Maya exhibition**.

Key dates and school events that link to this theme include a **Maya exhibition**.

These are just some of the areas which we will cover when we explore the theme; 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.