

The Marvellous Maya

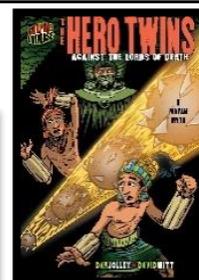
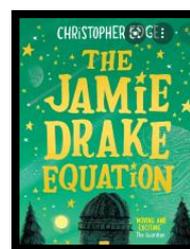
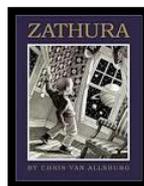
Learning Journey Showcase

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:

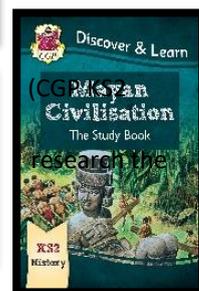
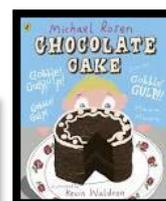
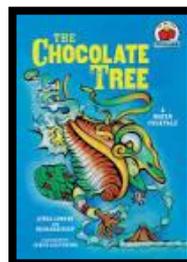
Fiction:

- The Hero Twins: Against the Lords of Death (A Mayan Myth) – Dan Jolley.
- Jamie Drake Equation by Christopher edge
- Zathura by Chris Van Allsburg
- The Chocolate Tree – a Maya Folktale by Linda Lowery



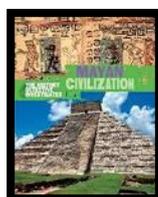
Non-Fiction:

- Discover & Learn: History – Mayan Civilisation Study Book History)
- A variety of non-fiction information texts we will use to Maya civilisation
- The History Detective – Mayan Civilization



Poem:

- Chocolate Cake by Michael Rosen



During this theme we will develop as

Mathematicians

As mathematicians, the children will focus on:

- Reasoning with large whole integers
- Problem solving with integer addition and subtraction
- Line graphs and timetables
- Multiplication and division
- Perimeter and area

We follow the Mathematics Mastery scheme of learning.

Speakers, readers and writers

During the Autumn term, we will write:

- A biography
- A narrative
- A balanced argument
- Poetry
- A recount
- A diary entry
- A non-chronological report

We follow the SpellingShed scheme of learning to develop our spelling knowledge and understanding.

Scientists

As scientists, the children will learn about:

- Forces and gravity

Geographers

As geographers, the children will find out about the world geography and learn about:

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|---|--|
| <ul style="list-style-type: none"> • Earth and Space | <ul style="list-style-type: none"> • South America and the rainforests • How these places compare with the UK • The issue of deforestation |
| <p><u>Theologians</u> (RE)</p> <p>We will discuss:</p> <ul style="list-style-type: none"> • Why some people believe God exists • If people can live by the values of Jesus in the twenty-first century? <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p> | <p><u>Historians</u></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><u>Linguists</u></p> <p>As French linguists, the children will cover the following units:</p> <ul style="list-style-type: none"> • Play Time (D) - (Autumn 1) • My Home (E) - (Autumn 2) <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages.</p> | <p><u>Citizens</u> (PSHE)</p> <p>The children 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><u>Artists</u></p> <p>As artists, the children will:</p> <ul style="list-style-type: none"> • Sketches of a Mayan temple • Use different techniques for different purposes i.e. shading, reflection, hatching and cross-hatching within their own work. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their drawings. • Develop close observation skills using a variety of view finders, using a variety of tools, selecting the most appreciate. | <p><u>Designers</u> (D&T)</p> <p>As designers, the children will create and make a savoury dish using chocolate or coco powder:</p> <ul style="list-style-type: none"> • Researching existing products • Designing our own products • Making our products using a range of tools and equipment to perform practical tasks. • Sharing and evaluating their products |
| <p><u>Musicians</u></p> <p>As musicians, the children will listen to a range of songs, sing and play instruments.</p> <p>We will focus on the following units:</p> <ul style="list-style-type: none"> • Livin' on a Prayer – Classic Rock style • Classroom Jazz – Jazz Style • The children will be taught the recorder, alongside their other units <p>We follow the <u>Charanga</u> scheme of learning for music.</p> | <p><u>Users of technology</u> (Computing)</p> <p>As users of technology, the children will learn about:</p> <ul style="list-style-type: none"> • Online safety and Exploring Purple Mash • Coding • Spreadsheets <p>We follow the <u>Purple Mash</u> scheme of learning for computing</p> |



BROOKE
PRIMARY ACADEMY

Year 5 Autumn Term Theme Map



Sports people

As athletes, the children will focus upon Strike, Net and Field Games in Autumn 1. Our unit is called Accuracy and Rallies. We will learn to:

- Develop acceleration and speed
- Consolidate backhand and forehand strokes.
- Explore the 'Smash' technique.
- Explore the 'lobbying' technique. (Tennis)
- Explore 'Overarm' serve. (Volleyball and Tennis)
- Explore 'backhand' hitting.

End Of Unit Celebration Event: Class Competition.

For Autumn 2 we will focus upon Invasion Games. Our unit is called Rules and Concepts. We will learn to:

- Develop understanding of the need to warm up and cool down
- Understand the importance of rules
- How to work as a team to defend against attackers
- How to create our own rules for our own games
- Further develop spatial awareness
- Develop 'dummy' technique
- To understand the concept of marking and shadowing
- Evaluate own and others performance
- How to protect the goals

End of Unit Celebration Event: Class Match.

We follow the IPEP scheme of learning for PE.

Spiritual, Moral, Social and Cultural (SMSC) citizens

The children will focus on:

- How to be a good British Citizen
- Our culture
- My place in the school community, the local community and the wider world
- Bullying and how we can be a kind citizen

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.

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.