



M A Y A N H I S T O R Y



READING

We will continue to cover the discrete reading skills through a class book and topic specific texts:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Summarise

Vocabulary: gods Kukulcán
Mayan temple



W R I T I N G

The text types we are learning about this half term are:

- Stories with imaginary settings.

First, we will learn the short version of the fable Three Billy Goats Gruff. Then, we will innovate this fable into the Mayan story of Kukulcan and his gift of chocolate.

- Non-chronological reports

We will read existing non-chronological reports and then create our own based on Mayan civilisation.

vocabulary: Mayan similes chronological
Kukulkán non-fiction metaphors
fiction civilisation

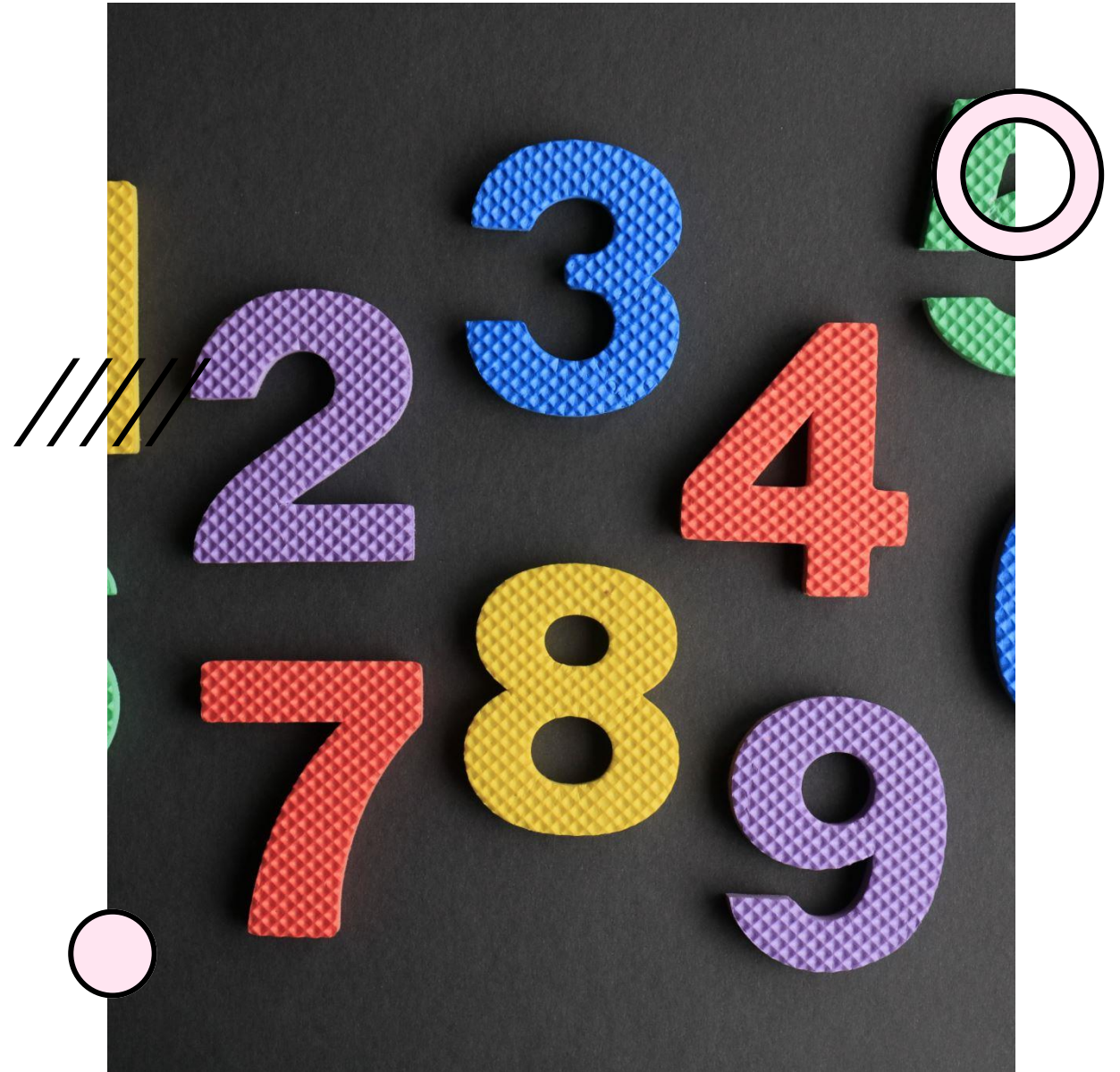


MATHS

We will be continuing working through our maths units, focusing on fluency skills and then developing our reasoning and problem solving.

- Multiplication and division
- Length and Perimeter
- Fractions

Vocabulary: multiply times digit divide
factor perimeter rectilinear polygon



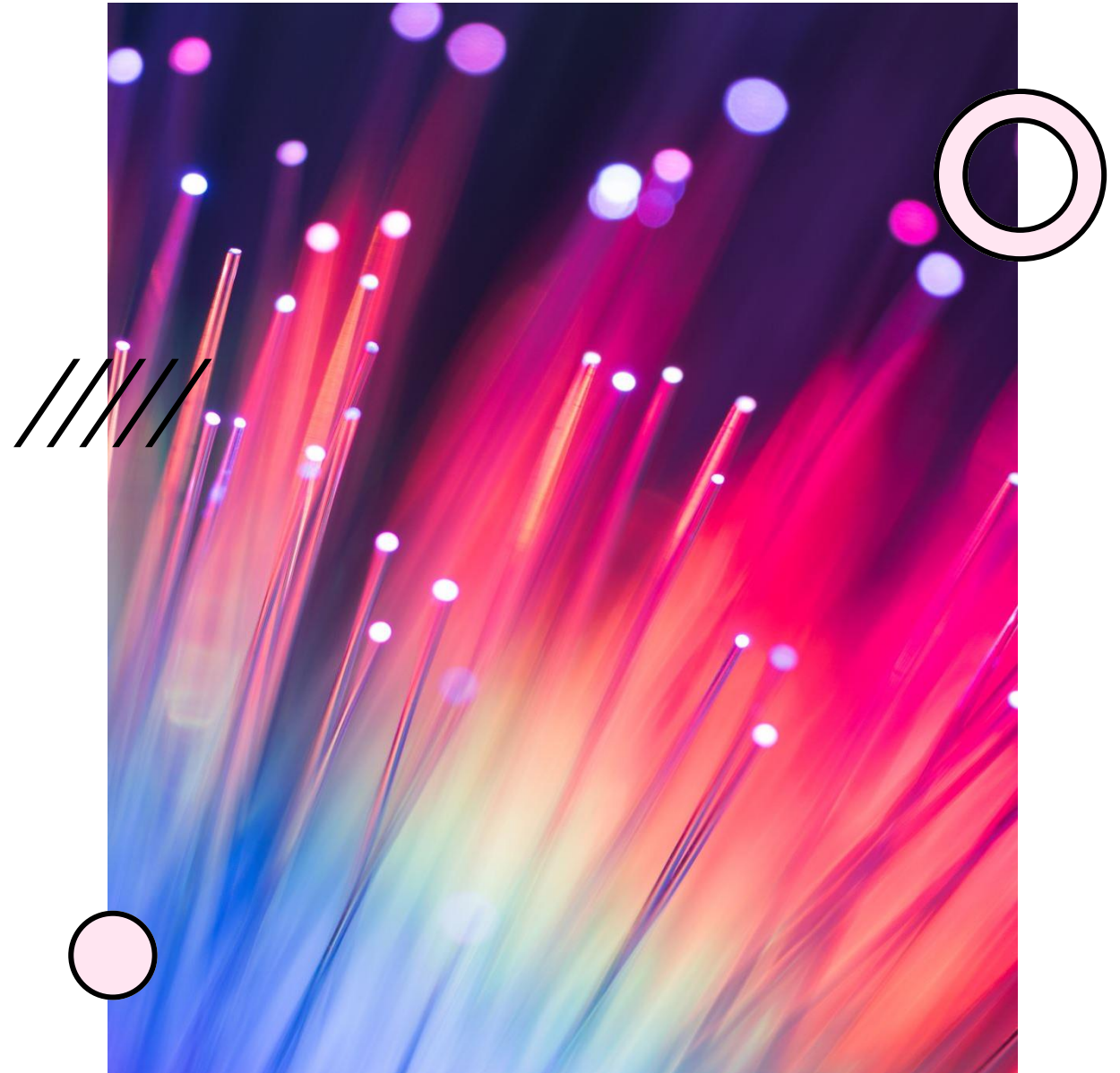
SCIENCE



We will be learning about Animals including Humans.

- I can name three different kinds of human teeth and know what they do
- I can name the main parts of my digestive system
- I can explain what happens to my food when I eat it
- I can explain what a food chain is and what part do I play.

Vocabulary: intestine digestion
acid stomach bowel molar esophagus
canine incisor



HISTORY

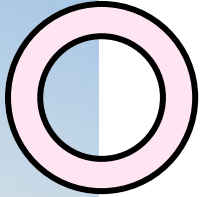
We will be learning about the Maya Civilisation.

- Who were the Maya?
- Where did the Maya live?
- When did the Mayan civilisation flourish?
- What evidence is there of the Maya still in existence today?
- How do we know about the Maya?



Year 3,4,5,6	The Mayan civilisation began in Mexico and part of Central America in around 2,000 BC.
Year 3,4,5,6	The Mayan civilisation was at its strongest around the same time as Vikings invaded Britain in 900 AD.
Year 3,4,5,6	In around 1,600 AD the Maya were conquered and partially destroyed by the Spanish invaders.
Year 4,5,6	The Maya built significant cities like Tikal, home to up to 90,000 people and important temples.

Vocabulary: jaguar temple weaving
sacrifice chocolate culture Mexico
Central America



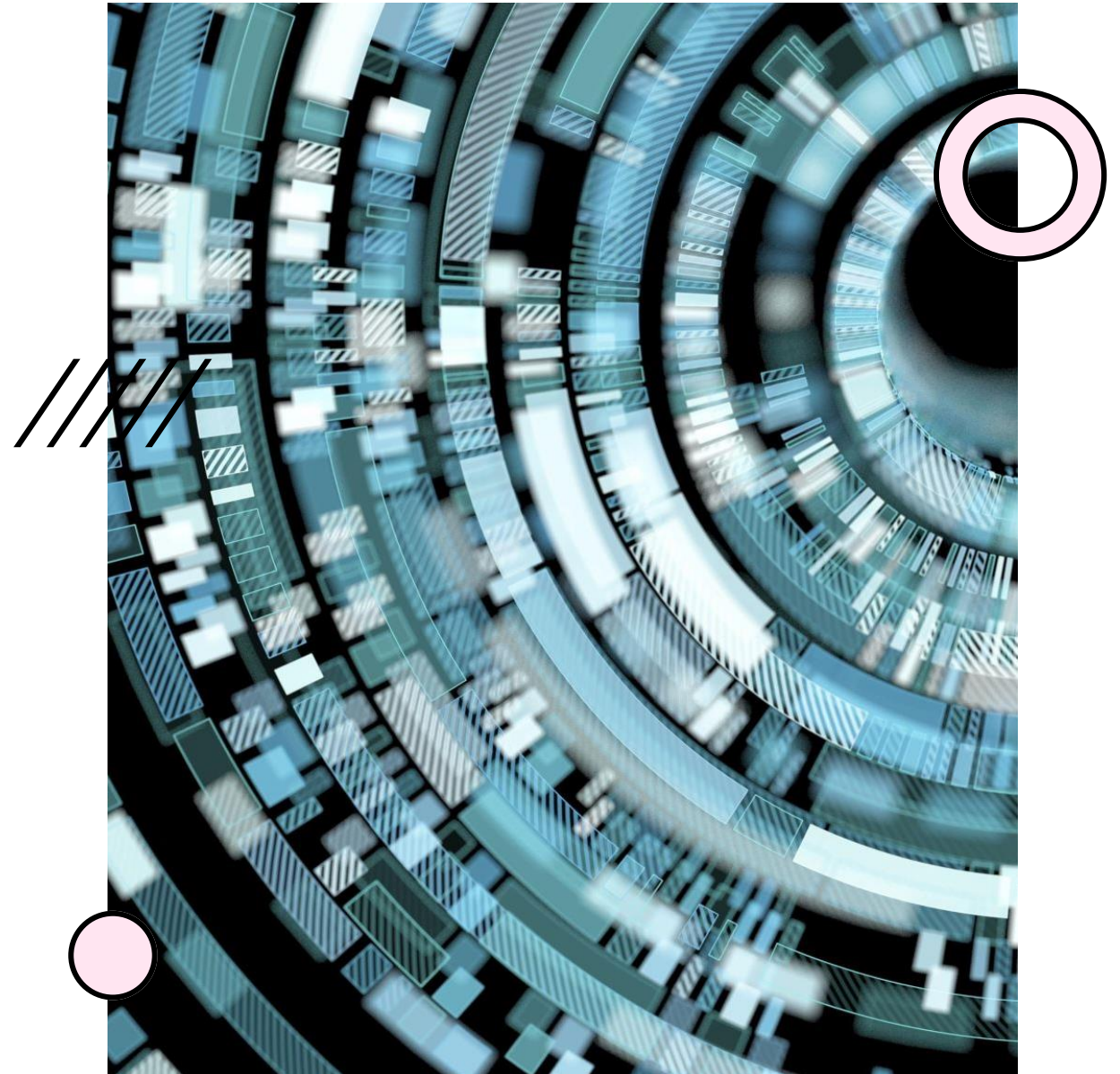
COMPUTING

We will be learning about use a conditional statement to compare a variable to a value.

- I can explain the importance of the order of conditions in else, if statements.
- I can modify a program to achieve a different outcome.
- I can use an operand (e.g. $<>=$) in an if, then statement.

Vocabulary:

safe	accept	operand
programme	variable	meet
value	modify	reliable
		Tell



P . S . H . E

We will be learning about keeping ourselves and others safe in our unit 'Safety First'.

- I can be responsible for making good choices to stay safe and healthy (risks and responsibility).
- I know how to respond in emergency situations.
- I can choose not to do something that makes me feel uncomfortable.
- I know about dangerous substances and how they affect the human body.



- I dial 999 for emergency help.
- Childline telephone is 0800 1111.
- Two ways to keep safe online are to never share personal information and always tell a trusted adult when something scares me.
- The difference between banter/joking and bullying is that the victim enjoys banter, bullying is upsetting and repeated.

Vocabulary: safety CHOICE substances
emergency risks ChildLine
responsibility



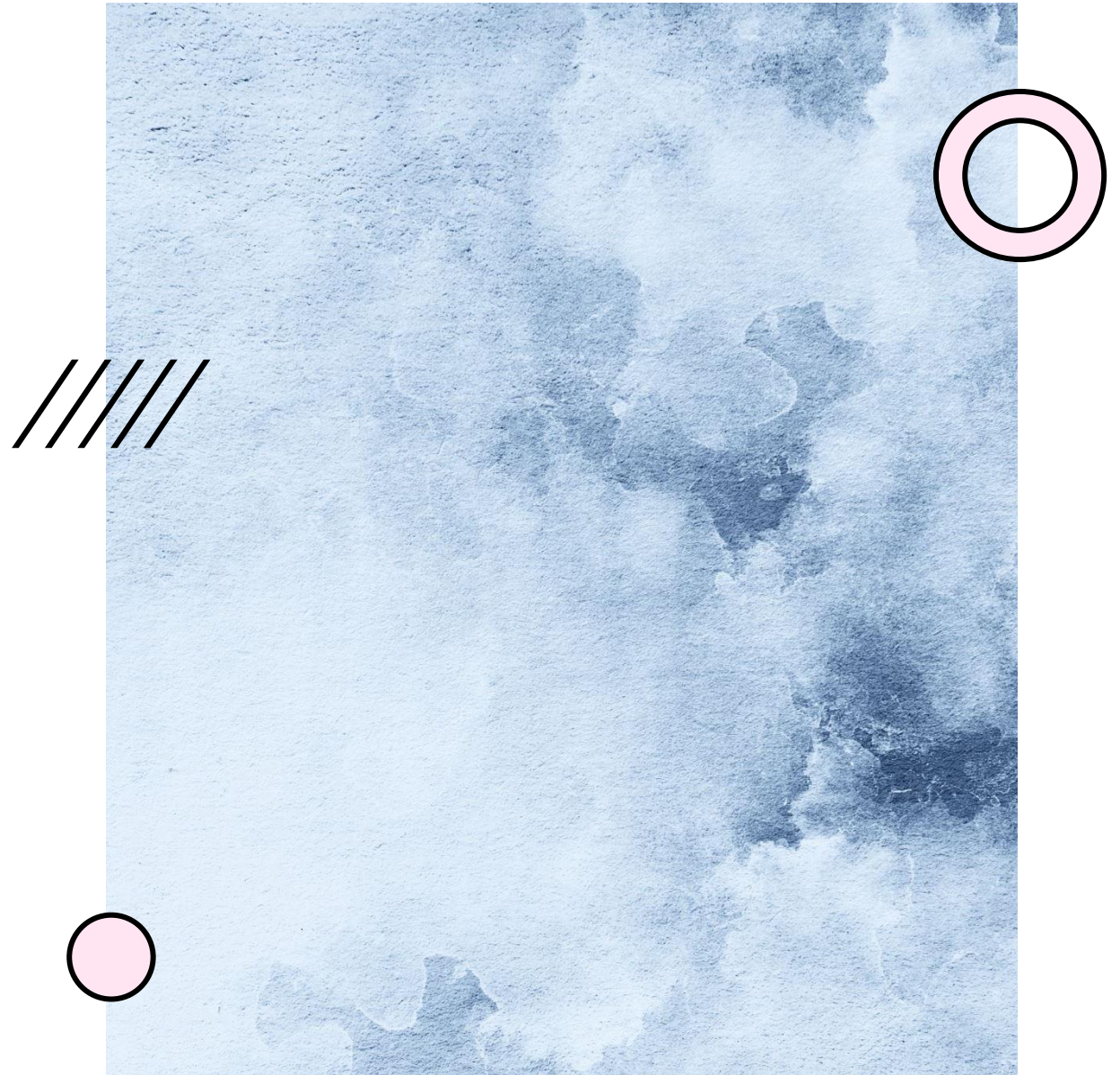
ART OR D.T.

We will be making and designing Mayan artefacts and looking at buildings and structures.

- research Mayan masks
- design Mayan masks.
- draw and make masks.
- decorate masks using collage materials.
- design a healthy chocolate snack
- make a healthy chocolate snack.

Vocabulary:

collage	sketch	nutritious
plan	design	cocoa





R . E . Y 4

How and why do people in Cornwall mark significant events in community life?

- Why do we celebrate special times in our lives?
- How do we celebrate special times in Cornwall?
- What is the connection between Harvest Festivals and Cornwall?
- I can explain the significance of St Piran for Cornwall.
- I can identify sacred sites in Cornwall.



1. The 5th March is St Piran's Day, the national day of Cornwall.

Vocabulary: St Piran

sacred

Celtic

pagan



FRENCH

We will be learning verbs to describe various activities, sports and hobbies.

- How do we say I can in French
- How can we say dance, sing, skate, cook and draw.
- How can we say ride a bike, play an instrument, jump, swim and speak French.
- How do we say I can and I can't.
- How do we make sentences using I can and I can't and all verbs.

Vocabulary: patiner nager faire du velo
dessiner sauter danser Je peux/Je ne peux pas
chanter cuisiner
jouer d'un instrument parler francais

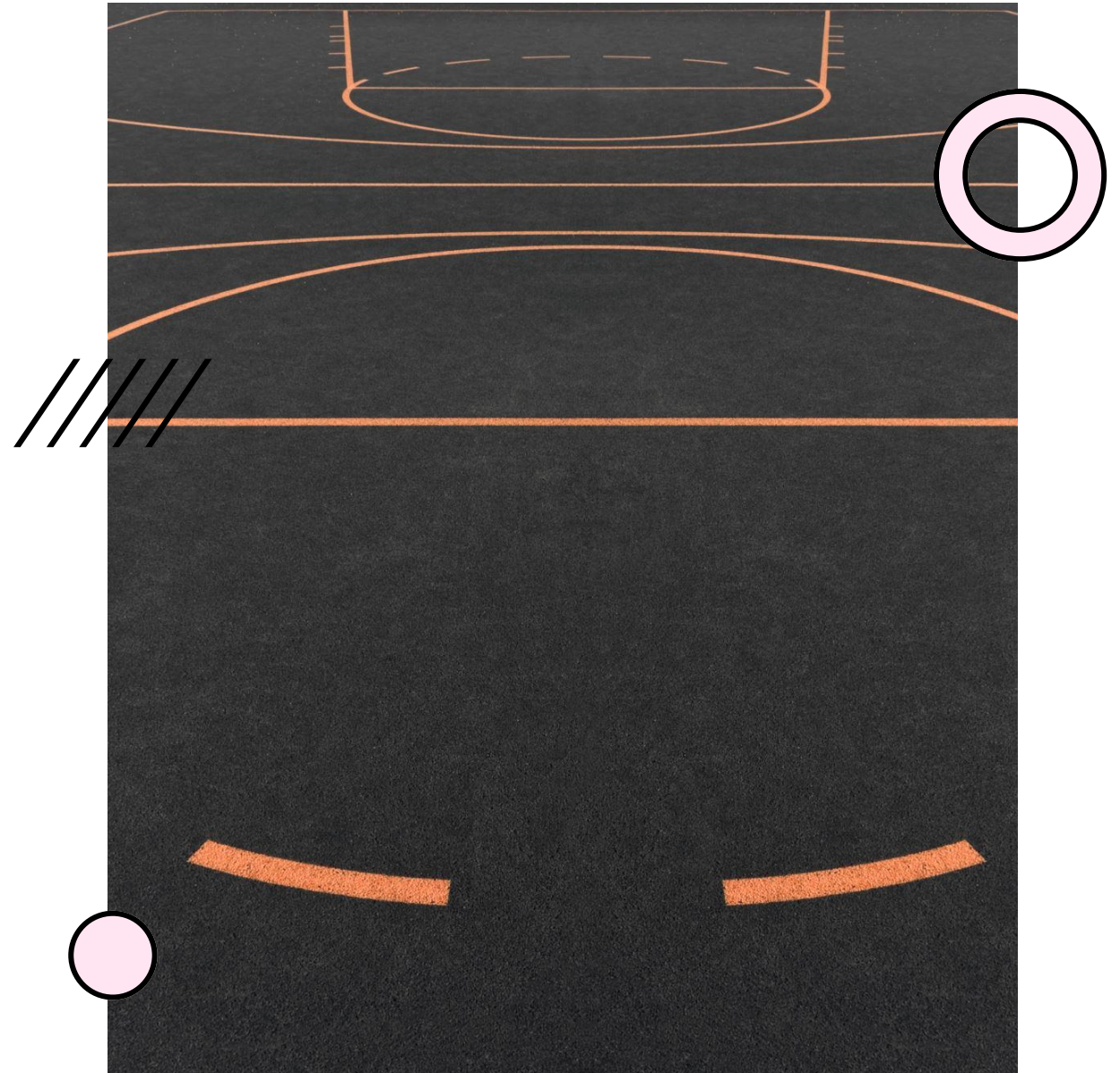
P . E .

We will be learning about orienteering and dance.

Orienteering:

- work cooperatively as part of a team.
- understand different points on a map.
- communicate effectively with others.
- make a map.
- solving problems with others.

Vocabulary: teamwork problem solving
map skills communication
picture orienteering



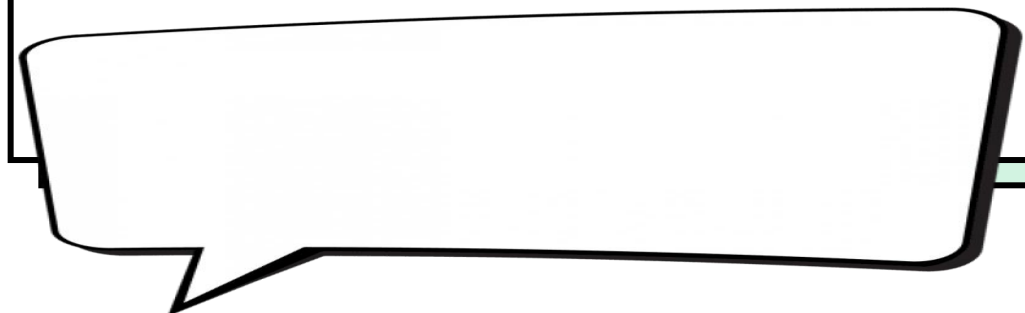


MUSIC

In our singing sessions we will be using our voices with increasing accuracy, fluency, control and expression. We will listen with attention to detail and recall sounds with increasing aural memory. We will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

The songs we will focus on will be linked to the theme of Easter and spring:

1. New-life-has-begun
2. New-beginning
3. Interwoven-tapestry World Book Day
4. Hot cross buns | Sing Up (round)





The Chocolate Tree, A Mayan Folktale, by Linda Lowery and Richard Keep.



Music associated with Easter and new life.



We will assess children's learning using KIRFs and quizzes.



The Maya are a culture who flourished in another part of the world using different languages and technology to our own.



Designing and making a healthy chocolate snack.



What science investigation will the children take part in this half term?

