



The Maya Civilisation.



Year 4 knowledge

History: The Ancient Maya Civilisation

- Understand who the Maya people were and where and when they lived.
Know that archaeological evidence can be used to find the past. Make inferences and deductions using images from the past.
Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods of time.
- Order events using vocabulary related to time: BC/BCE, AD/CE, century and decade.
Understand that periods in History overlap each other.
Make a simple individual timeline.
Notice connections between periods of time that overlap.
Make a timeline that acknowledges periods of time that overlap.
- Explain the religious beliefs of the Maya people and how this influenced daily life.
- Compare the structure of Maya society to ours today.
- Compare childhoods of different historical periods studied.
Identify similarities and differences between periods of history.
Describe similarities and differences between social, cultural religious and ethnic diversity in Britain and the wider world.
- Understand the importance of the achievements of the Maya civilisations.
Know that change can be brought about by advancements in materials.
Know that change can be brought about by advancements in trade.
- Understand what led to the demise of the Maya civilisation.
Describe the changes and continuity between different periods of history.
Identify reasons for historical events, situations and changes.
Identify the reasons for changes and continuity. Give reasons for historical events, the results of historical events, situations and changes.

Year 5 knowledge

Science: Forces and Magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Identify differences and similarities or changes related to simple scientific ideas and processes.

Begin to use and develop keys and other informational records to identify, classify and describe living things and materials.

Set up tests including fair tests, explaining why the test is fair using the language of variables.

Begin to plan different types of scientific enquiries to answer questions and recognise when controlling variables is necessary.

Use prior understanding to predict the outcome of investigations.

Begin to make informed predictions and justify them using scientific knowledge.

Gather, record, classify and present data in various ways to help answer questions.

Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.

Use straightforward scientific evidence to answer questions or support their findings.

Begin to report and present findings, including conclusions, causal relationships and explanations of degree of trust in results.

Computing:

Typing

- Understand the keyboard layout.
- Use two hands for typing, to type simple sentences with increasing speed and accuracy.

Loading and saving documents.

- Open and close documents.
- Save files with clear names into folders.
- Locate previously saved documents.

Using Microsoft Word

- Create and edit documents.
- Understand how to format text.
- Insert images and clipart.
- Use bullet points or numbered lists.
- Use the spelling check feature.

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Develop internet safety.

French:

La date (The date)

- Recognise, recall and spell the 7 days of the week in French.
- Recognise, recall and spell the 12 months of the year in French.
- Learn numbers 21-31 and be able to count from 1-31 in French.
- Ask and answer the question C'est quand ton anniversaire? (When is your birthday?) in French.

PE:

Hockey:

- Pass with accuracy, confidence and control.
- Develop control whilst performing skills at speed.
- Show good awareness of others in game situations.
- Choose when to pass or dribble to keep possession of a ball.

Tag Rugby:

- Travel and dodge at speed with the ball.
- Mark and tackle in game situations.
- Attack in opposed situations.
- Understand the rules of a rugby game.
- Move forward to attack as a team.
- Defend in a line as a team.

Art and Design:

Maya Mask:

- **Develop own designs for a structure using straws and card.**
- **Use tools to carve, add shape, texture and pattern.**
- **Be able to express an opinion about different works of art, craft and design and think critically.**
- **Begin to use wire/ straws/ card as a structural base, making plans for a 3D structure, e.g. mask.**
- **Develop skills with joining techniques.**
- **Make confident designs in sketchbooks in preparation for making own sculpture, using notes and labels to plan own approach.**
- **Use embellishment: relief, surface texture, found objects and patterns, to enhance a surface (Dragon's eye).**

Maya Printing using batik:

- **Learn about the process of batik, including the printing process of applying light colours first before re-dipping.**
- **Consider patterns and textures for effect.**
- **Learn about the permanency of dye and how to fix colours.**
- **Consider embellishing outcomes using other materials.**

Religious Education:

Inspirational people in today's world:

- Describe and respond thoughtfully to the lives of some inspirational spiritual leaders from the modern world.
- Understand how key leaders can be sources of wisdom for religious believers.
- Explore the lives of religious leaders from contemporary life.
- Apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration
- Undertake a research task to prepare an interview with one of the inspirational leaders
- Compose a speech related to an inspirational figure.
- Write a citation for this leader to be nominated for a Peace Prize.

Discussion, gathering information from video, story, visual resources and where possible interviews or visits.

Applying the idea of inspiration considering and weighing up factors in thinking about inspiration and leadership.

PSHE:

Healthy Relationships

- Create a class charter.
- Know what a healthy friendship/relationship is.
- Understand the positive and negative effects of peer pressure.
- Describe different feelings/emotions in situations.
- Develop strategies to manage feelings and emotions.
- Understand that there are different kinds of families.
- Understand the difference between 'good' and 'bad' secrets.