

The Maya Civilisation.

Year 4 knowledge

History:

- 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:

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases.
- #### Properties and changes of materials
- Group materials together according to their properties and explain why materials are chosen for different purposes.
 - Give reasons, based upon evidence from comparative and fair tests for uses of everyday materials, including wood and plastic.
 - Understand ways different mixtures can be separated.
 - Identify which materials are soluble in water and investigate what affects the rate of solubility.

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:

Systems and searching:

- Explain that computers can be connected together to form systems.
- Recognise the role of computer systems in our lives.
- Identify how to use a search engine.
- Explain how search engines select and rank results.
- Recognise why order of results is important and to whom.

PE:

Hockey (Year 5 only):

- 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:

- Pass and catch on the move.
- Travel and dodge at speed with the ball.
- Keep in a horizontal line with others when running.
- Mark and tackle in game situations.
- Pass the ball backwards.
- Attack in opposed situations.
- Play games against others when working as a team.
- Understand the rules of a rugby game.
- Add simple attacking tactics.
- Move forward to attack as a team.
- Apply simple defending tactics.
- Defend in a line as a team.

Swimming (Year 4 only)

- Move and float in a variety of ways unaided.
- Competently, confidently and proficiently swim unaided using a recognised stroke at least 25 metres.
- Know personal water survival skills.
- Perform safe self-rescue in different water-based situations.

Art and Design:

Maya Mask:

- Develop skills using sculptural materials.
- 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).
- Compare and contrast the work of artists and designers using relevant vocabulary confidently.

PSHE:

Healthy Relationships

- Create a class charter.
- Know that some relationships may be unhealthy.
- Know what a healthy relationship is.
- Explain what 'love' is and how to show it through words and actions.
- Recognise and develop strategies to manage emotions.
- Consider the consequences of making choices.
- Know about FOMO and understand how it can make others feel.
- Understand the importance of compromise.
- Know how to negotiate and compromise to help avoid or resolve conflicts.
- Understand the different kinds of families.
- Consider ways to support others and where to seek support with bereavement and loss.

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.

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.