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|  | **Curriculum Map 2018-2019**  Class-Sapphire Year-4/5 |
| Spring Term |
| **Topic:**  Question:  Launch:  REAL Outcome: | **Majestically Maya** |
| Who were the Maya? |
| Maya Buffet – make and evaluate corn tortilla wraps and guacamole |
| Publication (book-making)/Performance/ Museum/ Meal/Model… (Audience?)   * Design, make and sell Maya inspired jewellery to sell (local market?) to raise money for next term’s trip (could also sell Maya inspired food). |
| **Trips/Visits/Outdoors** | * Trenance Chocolate Factory? * Beach trip – collect shells and wood to create musical instruments. |
| **Interactive Displays/Roleplay** | Maya Temple |
| **Whole School Special Days and Festivals** | Easter |
| **RE:** | Maya Kings/Queens/Gods – creation story – how does this compare to other creation stories? |
| **PSHE/TIS:** | * Golden Rules reminder * New beginnings – New Year’s Resolutions * Valuing Difference – comparison of cultures and the enrichment that brings * Weekly Circle Time   **P** – role play area/Maya face paint/Maya headdress  **A –** acceptance of other cultures/understanding of legacy/understanding of how Mayan culture influences our everyday life  **C –** Who/What/Where/Why/When? Use of images - WIN  **E –** What was life like for a child living in the Maya community? |
| BRITISH VALUES: School Council democratic elections  Tolerance of those who have different beliefs and values |
| **English:**  Focus books  (linked to topic) | A range of **FICTION** linked to topics which develop children’s understanding of characters, plot and setting. **Non-fiction**: Instructions, factual reports, explanations, discussions persuasive adverts and posters.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Week 1 (4 days)** | **Week 2 (5 days)** | **Week 3 (5 days)** | **Week 4 (5 days)** | **Week 5 (5 days)** | **Week 6 (5 days)** | | Recipe Writing – instructional texts | Story writing (folk tales from other cultures) – The Maya Creation Story. | | | Explanation Texts – How did the Maya…(chocolate?) | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Week 7 (5 days)** | **Week 8 (5 days)** | **Week 9 (5 days)** | **Week 10 (5 days)** | **Week 11 (5 days)** | **Week 12 (5 days)** | | Non-chronological report – make info books to be copied and distributed to families at the Maya produce sale. | | | Adverts – Persuasion – encourage families to attend the Maya produce sale. | | Polish and prepare for produce sale. |   ERIC Term 3 + 4 – Running on Empty |
| **Maths:** | **Number and place value**, calculating, fractions, decimals and percentages, statistics, geometry, measure   * Area and Perimeter – 2 weeks – link to architecture of Maya temples - <https://whiterosemaths.com/wp-content/uploads/2018/sols/primary/Year-5-2018-19-Autumn-Term_v3_Block5.pdf> * Fractions – 6 weeks - <https://www.tes.com/teaching-resource/white-rose-maths-spring-block-2-years-1-6-11796684> * Decimals and Percentages – 2 weeks - <https://www.tes.com/teaching-resource/white-rose-maths-spring-block-3-years-1-6-11818099> (money - selling Maya produce) |
| **Science:** | **Working Scientifically:** Asking questions, setting up practical enquiries, making systematic and careful observations, taking measurements, recording findings, reporting on findings, using results to draw conclusions, using scientific evidence to answer questions   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | | To know that some changes of state are reversible.  *Melting white, milk and dark choc* | To be able to recognise and control variables.  *Time how long it takes for white, milk and dark choc to solidify* | To know the difference between dissolving and melting | To know that dissolved materials can be recovered from a solution  *Recover salt from a salt solution – use of an ingredient* | To know that some changes result in the formation of new materials.  *Burning – use of the charcoal to create art.* | To know that some changes result in the formation of new materials.  *Make casein plastic* | To be able to use knowledge of solids, liquids and gases to filter, sieve and evaporate |  |  |  |  |  | |
| **History:** | * the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared * a non-European society that provides contrasts with British history * address change, cause, similarity and difference, and significance. * understand how our knowledge of the past is constructed from a range of sources. |
| **Geography:** | * Use maps to locate continents and countries * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – *Maya farming, hunting and gathering – compare methods used then to methods used now. Trade and trade routes.* * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America –*location of the Maya Civilisation* |
| **Art and Design:** | **The work of the Maya**   * Mexican metal mirror frame embossing * Mayan clay plates with carvings * Masks * Self-portraits using natural materials to represent personalities |
| **Design Technology:**  Including Cooking and Nutrition | **The work of the Maya**   * Design Maya headdress – feathered paper in a bright eye-catching fashion * Weaving – dying fabrics with natural colourings – bags/ponchos * Jewellery made of natural, painted materials |
| * Traditional Maya cuisine – tortilla and guacamole - <https://www.bbc.com/food/recipes/corn_tortilla_59257> * Chocolate. |
| **Music/Drama:** | * Appreciate and understand a wide range of high-quality live and recorded music drawn from different musicians and from great composers and musicians. * Construct instruments made from natural materials – wind chimes/drums/rattles. * Use improvisation. *Explore how the Maya used natural materials for entertainment.* * Develop an understanding of the history of music. |
| **Computing:** | * Use search technologies effectively - focus on using precise and relevant search terms when researching via a search engine along with considering the validity of the information found. Link to sources of evidence used in History. |
| **Languages- French:** | *Look at how the Maya communicated with each other and the outside world.*   * Show understanding by joining in and responding * Explore the pattern and sounds through songs and rhymes * Speak in sentence – use familiar vocabulary, phrases and basic language structures |
| **PE:** | * Real P.E. - 2 hours a week. * Daily Mile * Design a Maya Ball Game |

<http://www.mexicolore.co.uk/maya/teachers/what-did-the-ancient-maya-wear>

<https://www.nationalgeographic.com/travel/top-10/maya-foods/>

<https://www.sfgate.com/mexico/mexicomix/article/10-Maya-foods-that-changed-the-world-s-eating-2477935.php>