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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).
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| **Trips/Visits/Outdoors** | * Trenance Chocolate Factory?
* Beach trip – collect shells and wood to create musical instruments.
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| **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 electionsTolerance 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.

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| **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?) |

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| **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)
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| **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

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| **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 |  |  |  |  |  |

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| **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.
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| **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*
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| **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
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| **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
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| * Traditional Maya cuisine – tortilla and guacamole - <https://www.bbc.com/food/recipes/corn_tortilla_59257>
* Chocolate.
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| **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.
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| **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.
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| **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
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| **PE:** | * Real P.E. - 2 hours a week.
* Daily Mile
* Design a Maya Ball Game
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<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>