



# Marvellous Mayans

Year 5 & 6, Spring 2 2022

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RE	Computing	History	Art & DT	PE
<b>Key Vocabulary</b> theist, atheist, agnostic, religious, non-religious, insight, impact.	<b>Key Vocabulary</b> audience, concept map, node, concept, connection, idea, thought, visual, collaboration.	<b>Key Vocabulary</b> artefact, calendar, civilisation, dynasty, empire, hieroglyphics, kingdom, maize, prediction, temple, tomb, worship.	<b>Key Vocabulary</b> collagraph, technique, pattern, fabric printing, material, stamp  healthy, unhealthy, food production, mass production, ingredients, production line, tex-mex, assembly line, consume, vegetarian, tortilla, garnish, component.	<b>Key Vocabulary</b> balance, mirroring, contrast, body tension, apparatus, floor, unison, cannon, sequence, element.
<ul style="list-style-type: none"> <li>To define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.</li> <li>To identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.</li> <li>To give examples of reasons why people do or do not believe in God.</li> <li>To give evidence and examples to show how Christians sometimes disagree about science and faith.</li> <li>To reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the need for visual representation when generating and discussing complex ideas</li> <li>To understand the uses of a 'concept map'.</li> <li>To understand and use the correct vocabulary when creating a concept map.</li> <li>To create a concept map.</li> <li>To understand how a concept map can be used to retell stories and information.</li> <li>To create a collaborative concept map and present this to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To compare sources from two ancient civilisations and form hypotheses.</li> <li>To identify why the Maya were so significant.</li> <li>To discover why the Maya were so self-sufficient.</li> <li>To identify important Mayan places.</li> <li>To discover what life was like at the height of the Mayan civilisation.</li> <li>To find out about Mayan Gods and the stories surrounding them.</li> <li>To use sources to help us answer questions about the Maya people.</li> <li>To compare theories and form our own opinions around the decline of the Maya.</li> </ul>	Art – <ul style="list-style-type: none"> <li>To compare artwork by Beatriz Milhazes.</li> <li>To use the fabric printing technique.</li> <li>explain the features and purposes of Maya masks.</li> <li>To design a Maya mask.</li> <li>To create a collagraph of a Maya mask.</li> </ul> DT <ul style="list-style-type: none"> <li>To identify ways healthy foods products can be grown to meet personal and community needs.</li> <li>To identify where food products come from and how they are used as ingredients to make other food products.</li> <li>To identify the types of materials, tools and equipment used to produce food from plants, and to prepare and cook food products.</li> <li>To identify needs/ opportunities for designing and producing food products.</li> <li>To generate, develop and communicate design ideas and</li> </ul>	<ul style="list-style-type: none"> <li>To work with a partner to show a variety of balances on the floor and apparatus with good body tension.</li> <li>To include matching, mirroring and contrasting balances.</li> <li>To work with a partner to develop part and full body weight partner balances.</li> <li>To link 2 balances together in a short sequence.</li> <li>To practise jumping and rolling in unison and cannon with good body tension.</li> <li>To practise meeting and parting using different gymnastic elements.</li> <li>To create a sequence.</li> <li>To evaluate my sequence my sequence from last week for improvement to the next level and practise for performance.</li> </ul>






			<div>decisions using appropriate vocabulary.</div> <ul style="list-style-type: none"><li>• To select and use gardening/and or cooking materials, tools and equipment safely and appropriately.</li><li>• To evaluate design ideas, processes and solutions based on criteria.</li></ul>	
<div>End Point: To reflect upon their own personal beliefs.</div>	<div>End Point: To use Presentation Mode to present a concept map to an audience.</div>	<div>End Point: To have an in-depth knowledge of Mayan civilisation.</div>	<div>End Point: Art-To use collagraph and fabric printing technique to create a Mayan mask.</div> <div>DT-To design and create a simple production line to make tacos using your own recipe for a heathy taco, choosing vegetarian or vegan options.</div>	<div>End Point: To perform a partner sequence which includes meeting and parting.</div>
<div>Impact: To have an understanding that people can have different beliefs.</div>	<div>Impact: To apply concept mapping in a variety of contexts to help to organise and present ideas.</div>	<div>Impact: To compare three ancient civilisations.</div>	<div>Impact: Art-To have an understanding of an artist and how their work can influence others.</div> <div>DT- To have an understanding of the benefits of a production line and the importance of nutritional value.</div>	<div>Impact: To have an understanding of movement and an appreciation of gymnastics.</div>



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PSHCE	Music	French	Geography	Science
<b>Key Vocabulary</b> age restrictions, social media, consequences, negative impact, permission, protection, privacy, relationships, community, source.	<b>Key Vocabulary</b> soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	<b>Key Vocabulary</b> oiseau, chat, chien, lion, souris, tigre, tete, le mains, les pieds, les bras, les jambes, competez avec moi, trouvez moi, montrez-moi, ecoutez, repetez, chantez avec moi, les oreilles, les yeux, la bouche, les cheveux, les epaules	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
 <p><u>Y5</u></p> <ul style="list-style-type: none"> <li>To critically assess the online world including how information is used and shared.</li> <li>To understand that other people may seek to persuade them online and that not online contact is trustworthy.</li> </ul> <p><u>Y6</u></p> <ul style="list-style-type: none"> <li>To understand the dangers of taking personal photographs and sharing them online.</li> <li>To understand the dangers of chatting to strangers online.</li> </ul>	 <ul style="list-style-type: none"> <li>To sing a Motown song.</li> <li>To sing the song and play instrumental parts within the song.</li> <li>To sing the song and improvise using voices and/or instruments within the song.</li> <li>To sing the song and perform composition(s) within the song.</li> <li>To prepare for the end-of-unit performance.</li> <li>To perform a Motown song to an audience.</li> </ul>	 <ul style="list-style-type: none"> <li>To understand and say aloud animal nouns.</li> <li>To say nouns for parts of the body.</li> <li>To understand and respond to body parts nouns and commands.</li> <li>To understand and say nouns for different body and face parts.</li> <li>To describe an alien using nouns, numbers and colours I have learnt.</li> </ul>	 <p>No Geography this half term</p>	 <p>No Science this half term</p>
<b>End Point:</b> To have a deeper understanding of ways to keep themselves safe online.	<b>End Point:</b> To perform a Motown song to an audience.	<b>End Point:</b> To say and write a simple description using adjectives and nouns to describe an alien or a monster.	<b>End Point:</b>	<b>End Point:</b>
<b>Impact:</b> To develop skills for using the internet safely including online relationships.	<b>Impact:</b> To have an understanding of Motown music within history.	<b>Impact:</b> To understand, respond, speak and write in the French language with increasing confidence.	<b>Impact:</b>	<b>Impact:</b>