



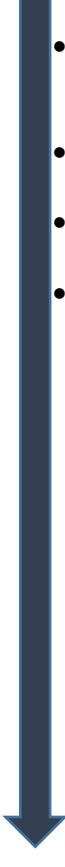




# Marvellous Mayans

Continued from Spring 2

Year 5 & 6, Summer 1 2022

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.

RE	Computing	History	Art & DT	PE
<b>Key Vocabulary</b>  Brahman, Samsara, Dharma, Karma, Atman, Moksha, Gandhi, Helplessness, Ashramas	<b>Key Vocabulary</b>  coding, string, simplify, simulation, 2Code, decomposition, abstraction, friction, string, text variable, algorithm, function, nesting,	<b>Key Vocabulary</b>  artefact, calendar, civilisation, dynasty, empire, hieroglyphics, kingdom, maize, prediction, temple, tomb, worship.  Topic continued from Spring 2	<b>Key Vocabulary</b> collagraph, technique, pattern, fabric printing, material, stamp  Continued from Spring 2	<b>Key Vocabulary</b>  fielder, overarm, underarm target, accurately, batter, stumps, stance.
 <ul style="list-style-type: none"> <li>To define the concept of Brahman.</li> <li>To learn how Brahman underpins the Hindu religion.</li> <li>To understand atman.</li> <li>To consider how you can untangle your atman from our world to return to Brahman.</li> <li>To define samsara as a cycle.</li> <li>To explore how karma can alter samsara.</li> <li>To explore a person's dharma.</li> <li>To consider dharmas as a result of the 4 life stages (Ashramas)</li> <li>To understand how Gandhi encourages harmlessness.</li> <li>To explore the concept of Sewa and how it impacts a Hindu life.</li> <li>To reflect on Hindu lifestyle choices and reasons for them being good.</li> </ul>	 <ul style="list-style-type: none"> <li>To begin to simplify code.</li> <li>To create a playable game.</li> <li>To understand what a simulation is.</li> <li>To program a simulation using 2Code.</li> <li>To know what decomposition and abstraction are in computer science.</li> <li>To take a real-life situation, decompose it and think about the level of abstraction.</li> <li>To understand how to use friction in code. To begin to understand what a function is and how functions work in code.</li> <li>To understand what the different variables types are and how they are used differently.</li> <li>To understand how to create a string.</li> <li>To understand what concatenation is and how it works.</li> </ul>	 <ul style="list-style-type: none"> <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 Mya people.</li> <li>To compare theories and form our own opinions around the decline of the Maya.</li> </ul>	 <ul style="list-style-type: none"> <li>To identify ways healthy food 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 decisions using appropriate vocabulary.</li> <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>	 <ul style="list-style-type: none"> <li>To bat effectively, using different types of shot.</li> <li>To vary how the ball is bowled.</li> <li>To restrict the runs batters can score by fielding in key positions and fielding the ball accurately.</li> <li>To play a competitive striking game.</li> <li>To hit a moving ball with a rounders bat.</li> </ul>

<div>End Point: To be able to answer the question, 'Why do Hindus try to be good?' with an understanding of Samsara.</div>	<div>End Point: To read and understand code.</div>	<div>End Point: To have an in-depth knowledge of Mayan civilisation.</div>	<div>End Point: To use collagraph and fabric printing technique to create a Mayan mask..</div>	<div>End Point: To play a competitive striking and fielding game.</div>
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PSHCE	Music	French	Geography	Science
<b>Key Vocabulary</b>  <b>Y6</b> wellbeing, emotional wellbeing, social media, online, offline, positives, negatives, communicate, transition, change, differences, manageability.	<b>Key Vocabulary</b>  ukulele, stringed instrument, strum, stroke, pick, pluck, beat, riff, chords, pitch, notation.	<b>Key Vocabulary</b> j'ai mal au ventre, j'ai mal aux dents, j'ai mal à la tête, je me suis coupé le genou, j'ai mal à l'oreille, un singe, une giraffe, un serpent, un perroquet, un tigre, un elephant, grande, long, vite, terrible, orange, vert, multicolore, marron, orange.	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>  fertilisation, prenatal, gestation, reproduce, asexual reproduction, sexual reproduction, life cycle, adolescence, puberty, menstruation, adulthood, life expectancy.
<div> <div></div> <div> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>To explore and understand the term, 'mental health': what it means, how to take care of it and why it's important.</li> <li>To identify how feelings and emotions are affected and can be managed at changing, challenging or difficult times.</li> <li>To learn about risk in everyday situations.</li> </ul> <p><b>Y6</b></p> <ul style="list-style-type: none"> <li>To explore what wellbeing and social media mean and thinking about actions children can take to look after their wellbeing both online and offline, including social media.</li> <li>To learn about the feelings and common anxieties children face when moving to key stage 3/secondary school and ways to manage these feelings.</li> <li>To learn about the changes from primary to secondary school and how to manage this transition.</li> </ul> </div> </div>	<div> <div></div> <div> <ul style="list-style-type: none"> <li>To hold and play the Ukulele in the correct way, sing a simple song and strum open string patterns rhythmically and in time.</li> <li>To hold and play the Ukulele in the correct way, strum open string patterns rhythmically, in time and pluck open strings. To begin playing chord of C.</li> <li>To hold and play the Ukulele correctly, strum and pluck open string patterns. Playing chord of C and begin to play chord of F.</li> <li>To play 'Sur le Pont d'Avignon' on the Ukulele, with confidence, changing between the chords C and F fluently, in time.</li> <li>To play 'Sur le Pont d'Avignon' and begin learning 'One Man Went to Mow' changing between chords fluently, in time.</li> <li>To play both 'Sur le Pont d'Avignon' and 'Mango Walk' confidently and begin learning 'The Mocking Bird Song'.</li> <li>To play and sing a two-chord piece using either F and C or C and G7.</li> <li>To choose a song to sing and play and begin rehearsing towards a performance.</li> </ul> </div> </div>	<div> <div></div> <div> <ul style="list-style-type: none"> <li>To recall parts of the body.</li> <li>To explain why I don't feel well or what hurts.</li> <li>To understand and remember some jungle animal nouns</li> <li>To understand adjectives to describe jungle animals.</li> <li>To write a simple sentence to describe a jungle animal.</li> <li>To understand and write simple phrases and sentences to describe a dragon or a unicorn.</li> </ul> </div> </div>	<div> <div></div> <div> <p>No Geography this half term</p> </div> </div>	<div> <div></div> <div> <ul style="list-style-type: none"> <li>To describe the stages of human development.</li> <li>To explain how babies grow and develop.</li> <li>To describe and explain the main changes that occur during puberty.</li> <li>To identify the changes that take place in old age.</li> <li>To report findings from enquiries.</li> <li>To record complex data using graphs and models.</li> <li>To identify the relationship between variables.</li> </ul> </div> </div>

End Point: Y6: To have a bank of strategies in place to support themselves with transition into secondary. Y5: to understand mental health and to begin to develop strategies to manage their own mental health/ emotions.	End Point: To be able to play the chords C, F, G7 and G.	End Point: To ask and answer simple questions and give basic information and be able to pronounce familiar words and some new words accurately.	End Point:	End Point: To have a greater understanding of the stages of human development.