

Learn about the remarkable achievements of the Ancient Maya, their perspective of time, calendar system, writing, maths and the environment. See the stark contrast between our own history and that of the Maya. This topic will encourage pupils to move away from the tendency to judge the behaviour and history of other cultures by their own cultural values and instead be aware of the different ways of doing things and the complexities of human life.

Geography

Intent

To use maps and atlases to locate countries (North and South America)

Prior Knowledge: Becoming more proficient at using atlases

Sequence of learning:

When and Where the Maya lived and the type of environment they lived in.

Understand the difficulties of sustaining a civilisation in a rainforest environment

Next Steps: Hola Mexico compares physical and human geography of Central America to our own.

Outcome

To understand how different cultures survive in different environments to our own.

Science

Intent

To develop understanding of what electricity is and how to measure it.

Prior Knowledge: In Year 3/4, children looked at electricity and built simple circuits.

Sequence of learning:

To explain the importance of the major discoveries in electricity

To use recognised symbols when representing a circuit

To observe and explain the effects of differing volts in a circuit

To plan an investigation

To understand variations in how components function

To conduct an investigation and record and report findings

To use results to plan and conduct a further investigation

Next Steps: Light (WW2 topic Spring)

Outcome:

To explain how electricity has changed over time, be able to draw accurate diagrams and plan, record and conduct a scientific investigation..

History

Intent

To learn about a non-European society that provides contrasts with British History

Prior Knowledge: Y3/4 studied Ancient Egypt and Y5/6 Ancient Greece

Sequence of learning:

When and Where the Maya lived

What was Maya writing like?

How did Maya tell the time?

What numbers did the Maya use in Maths

Did the Maya play football like us?

How do we know about the Maya?

Next Steps: A study of an aspect of British History that extends the pupils chronological knowledge beyond 1066 (WW2)

Outcome

To learn about and understand in an empathetic way, a civilisation very different from their own.

Computing

Intent

Create short videos developing skills in capturing, editing and manipulating video.

Prior Knowledge: Y3/4 Stop animation

Sequence of learning:

What is video?

Filming Techniques

Using a story board

Planning a video

Importing and Editing Video

Video evaluation

Next Steps: Vector Drawing—Use different drawing tools to create images

Outcome

To develop the skills required to plan, record, edit and share a video

PSHE

Intent

Families and Relationships—differences must be respected and understand friendships

Prior Knowledge: Children have understanding of bullying, friendships and varied families

Sequence of learning:

Setting rules and sequences

Friendship skills

Respect

Resolving conflict

Family life

Stereotyping

Challenging stereotypes

Change and Loss

Next Steps: Health and Well-being

Outcome:

To have a deeper understanding of families, friendships, conflict, stereotyping and grief.

DT

Intent

To use understanding of electrical systems to design a steady hand game.

Prior Knowledge: Electricity in science

Sequence of learning:

- Developing through play
- Game plan
- Base Building
- Electronics and assembly

Next Steps: Structures in Summer 2

Outcome

Use knowledge of electrical circuits to build a circuit with a buzzer which closes when the handle makes contact with the metal frame.

RE

Intent

Why do Christians believe Jesus is the Messiah?

Prior Knowledge:

Sequence of learning:

- Explain the place of Incarnation and Messiah within the 'Big Story' of the Bible
- Identify Gospel and prophecy texts, using technical terms
- Explain connections between biblical texts, Incarnation and Messiah using theological terms

Next Steps: Christmas Story

Outcome

Identify and explain the core beliefs and concepts studied and make clear connections between what people believe and how they live.

Music

Intent

How does music bring us together?
 Celebrates a wide range of musical styles.

Prior Knowledge: New scheme of learning matched to the curriculum..

Sequence of learning:

- Understanding music—duration, pulse, rhythm and pitch
- Listening and responding
- Learn to sing a song
- Playing an instrument with song
- Composing and Improvising
- Performing

Next Steps: Christmas Production

Outcome

To increase the development of musicianship.

Art

Intent

Prior Knowledge:

Sequence of learning:

DT Focus this half term

Autumn 2—Art and Design skills

Outcome

Texts that match our topic:

