

Welcome to Mexico! Get ready to explore this unique country, from its towering temples and stunning geography to its pulsing rhythms and fun-packed festivals. Tummy rumbling? Taste the delights of Mexico and have a go at making delicious guacamole. Take part in the 'Day of the Dead' celebrations and discover more about the mysterious world of the Ancient Maya!

Geography

Intent

To understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in South America

Prior Knowledge: Children have located Mexico and learnt about the area in The Maya

Sequence of learning:

To use maps and atlases to locate the Chihuahuan Desert and learn about the animal and plant species found there, what the climate is like, the people who live there and the difficulties they face.

Present their research and make comparisons to where we live.

To learn about daily life for children and make comparisons to our region.

To locate the main cities of the ancient Maya civilisation and describe geographical features.

Next Steps: Immigration and refugees (Spring 2)

Outcome

To make comparisons about a contrasting region to our own.

Science

Intent

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

Prior Knowledge: .

Sequence of learning:

No science topic this half term—**recapping** and revisiting prior learning.

Next Steps: Light (Spring 1)

Outcome:

To remember key concepts and embed into long term memory

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:

Continue learning about the daily life of the Ancient Maya in order to understand how modern day people in Mexico choose to live their lives.

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

Outcome

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

Computing

Intent

To learn how to create vector drawings

Prior Knowledge: Y3/4 Stop animation

Sequence of learning:

This needs to be continued this term:

Importing and Editing Video

Video evaluation

Vector Drawing:

The Drawing tools

Creating images

Making effective drawings

Layers and Objects

Manipulating objects

Create a vector drawing

Next Steps: Programming

Outcome

To learn how to use different drawing tools to create images and recognise how can only use straight lines and overlay objects to create a drawing

PSHE

Intent

To learn about the importance of looking after ourselves

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

Sequence of learning:

Relaxation and mindfulness

What can I be? Long term goals

Taking responsibility for my health

The impact of technology on health

Resilience toolbox

Immunisation

Physical health concerns

Good and Bad habits

Next Steps: Citizenship (link to WW2 and Immigration)

Outcome:

To learn good habits and gain an understanding of how to look after ourselves mentally and physically

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
- We need to finish this topic off

Next Steps: Structures in Summer 2

Outcome

Use knowledge of electrical circuits to 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:

To do this unit as not completed last half term

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:

Learning the songs for our Christmas production

Next Steps: Recorders

Outcome

To be confident in music and singing

Art

Intent

To develop skills in drawing, Painting and art appreciaton

Prior Knowledge:

Sequence of learning:

- Painting: Impressionism—Claude Monet
- Zentangle Patterns
- Zentangle—Christmas themes
- Zentangle Printing
- Zentangle Christmas Cards
- Edward Hopper

Next Steps: Every Picture tells a story

Outcome

To learn a variety of techniques and produce for a purpose

Texts that match our topic:

