

## Medium Term Plan

Year .....5.....Topic Name Maya Term 1				
Overarching Question?	What did the Maya do for us?			
Stunning Start	Create class museum & explore artefacts			
Fantastic Finish	Create own museum			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can .....
English Genres and Focus	F: Wishing Tales- (The Kapok Tree). F: Information text Poetry: Linked to topic.	<p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary Heritage, and books from other cultures and traditions.</p> <p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</p>	<p>T4W Note Taking exercise: Set up museum in one year 5 room – Maya videos in other. Pupils rotate to explore artefacts and make notes.</p> <p><b>Cold Task:</b> Write a story inspired by jungle image.</p> <p>Poetry: 'I saw a Peacock' - re-write about Maya surroundings.</p> <p>Fiction 1: The Kapok Tree – write own pollution story – read to KS1 class</p> <p>Non Fiction: How to become an Ancient Maya.</p> <p>Focus on causal connectives – role play</p> <p>Return to note taking lesson: develop notes with new knowledge- explore non-fiction leaflet writing.</p>	<p>I can prepare poems and plays to read aloud and perform.</p> <p>I can talk about how authors use language, including figurative language, and the impact it has on the reader.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>I can find and write down facts and information from non-fiction texts.</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.</p> <p>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed</p>
			<p>Place value Addition &amp;</p>	<p>Read, write, order and compare numbers to at least 1000000</p>

<p><b>Maths</b></p>	<p>Subtraction</p>	<p>and determine the value of each digit.  Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.  Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.  Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000  Solve number problems and practical problems that involve all of the above.  Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>		<p>and determine the value of each digit.  I can count forwards or backwards in steps of powers of 10 for any given number up to 1000000.  I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.  I can round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000  I can solve number problems and practical problems that involve all of the above.  I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>
<p><b>Science</b></p>		<p>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including by filtering, sieving and evaporating.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p>Chocolate melting  Hot chocolate – Maya tea party</p> <p>Salt evaporation</p>	<p>I can explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including by filtering, sieving and evaporating.</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p>

<p><b>PE</b></p>	<p>Outdoor Invasion Games: Hockey</p>			<p>I can take part in organised games and sports using my skills and tactics to help my team</p> <p>I can predict what an opponent might do during a game or activity and alter my performance accordingly</p> <p>I enjoy sports and activities as part of my interests and Hobbies</p> <p>I can work out how well I have performed and describe this using appropriate terms for the activity</p>
<p><b>Art/DT</b></p>	<p>Develop skills in using clay including slabs, coils and slips</p> <p>Experiment with using layers and overlays to create new colours/textures</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</p>		<p>Create own Maya artefact-temple, god etc...</p> <p>Sunset with watercolours- silhouette overlay. Link to Maya.</p> <p>Tissue paper Mayan Gods</p> <p>Mayan weaving paper plates</p>	<p>I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>I can mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>I can use a variety of techniques when I use clay, including slabs, coils and slips</p> <p>I can return to work over longer periods of time and use a wider range of material</p>

<p><b>PSHE</b></p>	<p>Me and my healthy life style</p>	<p>to assess their prior knowledge about keeping healthy</p> <p>to identify and prioritise what they need to know in order to stay healthy</p> <p>where to find reliable information about making healthy choices</p> <p>about food in the media, including how advertisements persuade us to eat their products</p> <p>to recognise the techniques of persuasion and develop strategies for managing these influences</p> <p>how to evaluate their eating patterns</p> <p>how to make changes to improve their health</p> <p>what happens to the food inside them</p> <p>about the functions of different foods</p> <p>about the body's defence systems for keeping them healthy, including the immune</p>	<p>What would a Maya eat?</p> <p>Compare to modern diet. Create a healthy lunchbox.</p> <p>Healthy eating information pages</p> <p>Healthy eating acrostic poems</p> <p>Advertisements for unhealthy and healthy foods</p>	<p>I can identify a range of things that they need to keep healthy</p> <ul style="list-style-type: none"> <li>• I can identify and prioritise what they need to know to keep their bodies healthy</li> <li>• I can describe reliable sources of information for making healthy choices</li> <li>• I can describe how the media influences health-related choices</li> <li>• I can describe strategies for managing these influences</li> <li>• I can evaluate their own eating patterns</li> <li>• I can suggest changes that they could make</li> <li>• I can set goals for making healthy choices</li> <li>• I can describe the journey of food through the digestive system</li> <li>• I can describe what they can do to help their inner and outer defence systems work properly to keep them healthy</li> <li>• I can give accurate advice about the 'dos and don'ts' of a healthy lifestyle</li> </ul>
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		<p>system</p> <p>about what they can do to help their inner and outer defence system</p> <p>to summarise and present their knowledge and understanding about healthy lifestyles</p>		
<b>RE</b>	<p>What does it mean if God is loving and holy?</p>	<p>What do we know about some different types of biblical texts?</p> <p>What are the connections between biblical texts and Christian ideas of God?</p> <p>What are the connections between the Bible texts we have studied and what Christians believe about God?</p> <p>How do Christians put their beliefs into practice in worship?</p> <p>How would I weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own?</p>	<p>Design your own God</p> <p>Explored Bible extracts</p> <p>Child initiated discussions</p>	<p>I can understand Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping</p> <p>I can understand Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace</p> <p>I can understand Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p> <p>I can understand Christians believe getting to know God is like getting to know a person rather than learning information.</p>
<b>Geography</b>	<p>Compare the physical and human features of a region of the UK and a</p>		<p>Make posters comparing the UK and North America</p> <p>Used Atlases for research</p>	<p>I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences</p>

	region in North America, identifying similarities and differences		<p>Environmental discussions about pollution</p> <p>Research the difference between human and physical features of a place</p>	<p>I can understand why people seek to manage and sustain their environment</p> <p>I can describe where a variety of places are in relation to physical and human features</p>
<b>Computing</b>	Researching and making presentation		<p>Research of Mayan aspect and presented to class</p> <p>Evaluation of other groups work</p> <p>Use an assortment of Maths programmes to further knowledge</p>	<p>I can use the internet to allow me to share data with another person</p> <p>I can select appropriate software to use for a given task</p> <p>I can use more advanced features when searching online</p> <p>I can use a range of search tools to find exactly what I'm looking for</p> <p>I understand how to choose online content for my age group</p>
<b>History</b>	<p>Compare sources of information available for the study of different times in the past</p> <p>Make comparisons between aspects of periods of history and the present</p>		<p>Research between primary and secondary resources and diagrams to show our findings</p> <p>Guided reading used to develop knowledge of Mayan era – pupils then teach one another and make comparisons about modern life</p> <p>Classroom Mayan museum – child initiated research</p>	<p>I can compare sources of information available for the study of different times in the past</p> <p>I can use dates to order and place events on a timeline</p> <p>I can make comparisons between aspects of periods of history and the present day</p> <p>I can evaluate the usefulness of a variety of sources</p>

	<p>day</p> <p>Understand that the type of information available depends on the period of time studied</p> <p>Evaluate the usefulness of a variety of sources</p>			
<b>KS2 MFL</b>	<p>Days of the week/month</p> <p>Greetings</p>		Days of the week song	<p>I can learn a song or poem using the written words to help me</p> <p>I can understand the main points from a spoken passage</p> <p>I can change my voice to show whether I am asking a question or making a statement</p>
<b>Local focus</b>	Oaklands Museum linked to the Maya museum			
<b>Visitors or trips</b>	Oaklands Museum			
<b>Key Vocabulary</b>	Maya, Mesoamerica, temple, maize, rainforest, weave			
<b>Language Enrichment</b>	Making explanations role play.			
<b>Special Focus Days/Weeks</b>				