

## History

National Curriculum Ref. *Pupils should be taught to:*

*-know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind*

*-gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'*

*-the achievements of the earliest civilisations – an overview of where and when the first civilizations appeared*

*-a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300*

In this Unit, we explore aspects about the Mayan Civilisation including their religion, their number system and their daily life.

We look at how secondary sources such as the drawings of Frederick Catherwood inform our knowledge. Finally, we will learn about Chichen Itza.

## Mexico and the Mayans!

Year 5 and 6 Topic Web – Autumn 1 - 2022



**Our Class Book:** When twelve-year-old Ami arrives at The Escape, she thinks it's just a game – the ultimate escape room with puzzles and challenges to beat before time runs out. Meeting her teammates, Adjoa, Ibrahim, Oscar and Min, Ami learns from the Host that they have been chosen to save the world and they must work together to find the answer.

But as he locks them inside the first room, they quickly realise this is no ordinary game.

From a cavernous library of dust to an ancient Mayan tomb, a deserted shopping mall stalked by extinct animals to the command module of a spaceship heading to Mars, the perils of The Escape seem endless. Can Ami and her friends find the Answer before it's too late?

## Design and Technology National Curriculum Ref. –

*Pupils should understand and apply the principles of nutrition and learn how to cook. As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. They should:*

- understand and apply the principles of a healthy and varied diet*
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*

**We will:**

- Learn about traditional savoury Mexican meals, identifying key ingredients which grow or are produced in Mexico.
- Develop safe knife and hygiene skills by cutting ingredients to make recipes such as guacamole and salsa
- Learn why the tortilla is such an important staple in Mexican cooking, and design, make and evaluate our own tortilla-based recipes.

## Art and Design National Curriculum Ref. –

*-know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.*

*about great artists, architects and designers in history.*

*-improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*

We will look at examples of the Mayan Bonampak murals and use them as inspiration for our own work to demonstrate what we have learnt about the Mayans.

We will recreate examples of Mayan ceramic work which were made without the use of a potter's wheel.

**Geography** National Curriculum Ref. – *Pupils should extend their knowledge and understanding beyond the local area to include North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. They should locate the world's countries, using maps and concentrating on their environmental regions, key physical and human characteristics and major cities.*

In conjunction with our work in History, we will use maps to locate Mesoamerica - a historical region and cultural area in southern North America and most of Central America. It extends from approximately central Mexico through Belize, Guatemala, El Salvador, Honduras, Nicaragua, and northern Costa Rica. We will find out what it is like to live in these countries today, learning facts such as their climate, flora and fauna and their populations.

## **Other Areas of the Curriculum – not linked to the topic**

### **Maths**

#### **Year 5:**

##### **Place Value**

Step 1 Roman numerals to 1,000 ; Step 2 Numbers to 10,000 ; Step 3 Numbers to 100,000 ; Step 4 Numbers to 1,000,000 ; Step 5 Read and write numbers to 1,000,000 ; Step 6 Powers of 10 ; Step 7 10/100/1,000/10,000/100,000 more or less ; Step 8 Partition numbers to 1,000,000

##### **Addition and Subtraction**

Step 1 Mental strategies ; Step 2 Add whole numbers with more than four digits ; Step 3 Subtract whole numbers with more than four digits ; Step 4 Round to check answers ; Step 5 Inverse operations (addition and subtraction) ; Step 6 Multi-step addition and subtraction problems ; Step 7 Compare calculations ; Step 8 Find missing numbers

##### **Multiplication and Division** (Will continue into second half term)

Step 1 Multiples ; Step 2 Common multiples ; Step 3 Factors ; Step 4 Common factors ; Step 5 Prime numbers ; Step 6 Square numbers ; Step 7 Cube numbers ; Step 8 Multiply by 10, 100 and 1,000 ; Step 9 Divide by 10, 100 and 1,000 ; Step 10 Multiples of 10, 100 and 1,000

#### **Year 6**

##### **Place Value**

Step 1 Numbers to 1,000,000 ; Step 2 Numbers to 10,000,000 ; Step 3 Read and write numbers to 10,000,000 ; Step 4 Powers of 10 ; Step 5 Number line to 10,000,000 ; Step 6 Compare and order any integers ; Step 7 Round any integer ; Step 8 Negative numbers

##### **Four Operations**

Step 1 Add and subtract integers ; Step 2 Common factors ; Step 3 Common multiples ; Step 4 Rules of divisibility ; Step 5 Primes to 100 ; Step 6 Square and cube numbers ; Step 7 Multiply up to a 4-digit number by a 2-digit number ; Step 8 Solve problems with multiplication ; Step 9 Short division ; Step 10 Division using factors ; Step 11 Introduction to long division ; Step 12 Long division with remainders ; Step 13 Solve problems with division ; Step 14 Solve multi-step problems ; Step 15 Order of operations ; Step 16 Mental calculations and estimation ; Step 17 Reason from known facts

### **English**

#### **Fiction - 3<sup>rd</sup> person narrative: The Alchemist's Letter**

We will: write a description using expanded noun phrases; identify and use emotive language; use similes and metaphors to convey thoughts and feelings; use pathetic fallacy as a writing device; understand symbolism as a method of figurative language; use figurative language to build suspense and tension; plan and write a narrative.

#### **Non-fiction – Information Texts**

We will: look at examples of different types of information texts and explore their features; write introductions to a text based on the Mayans; look at examples of a glossary and write our own; plan an information text by considering the questions that it should be able to answer; use technology to draft and edit our work.

**Spelling** – The children will all do daily spelling work which is introduced on Monday and tested on Friday. We use Spelling Shed for this. The children are also encouraged to correct their own spellings from written work across the curriculum.

**Guided Reading** – In small groups, the children take part in a weekly reading session where they share a book and study it in depth alongside the teacher or teaching assistant.

**Grammar and Handwriting** – Weekly lessons target Year 5 and Year 6 grammar and punctuation skills while revising previously taught grammar.

Subject and National Curriculum Reference	Key Knowledge
<p><b>Science Living things and their habitats – lifecycles and reproduction</b>  <b>National Curriculum Ref.</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> </ul>	<p>-We will be studying and raising questions about our local environment throughout the year. We will observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p> <p>-We will find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>-We will find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>-We will work scientifically by observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. We will try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. We will be comparing how different animals reproduce and grow.</p>
<p><b>Religious Education – What does it mean if God is Holy and loving?</b>  <b>Understanding Christianity Syllabus</b></p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO KNOW THAT:</p> <ul style="list-style-type: none"> <li>- Christians believe that God is omnipotent, omniscient and eternal, and that means that God is worth worshipping</li> <li>- Christians believe that God is both holy and loving and they have to balance ideas of God being angered by sin and injustice but also being loving, forgiving and full of grace</li> <li>- Christians believe that God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love</li> <li>- Christians do not all agree what God is like but try to follow his path, as they see it in the Bible or through Church teaching</li> <li>- Christians believe that getting to know God is like getting to know a person rather than learning information</li> </ul>
<p><b>Computer Science – Computing Systems and Networks – National Curriculum reference:</b></p> <ul style="list-style-type: none"> <li>-understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>- analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li> <li>- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> <li>-be responsible, competent, confident and creative users of information and communication technology</li> <li>-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<p><b>We will:</b></p> <p>In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.</p>

<p><b>French – Le weekend – National curriculum reference:</b></p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help reading aloud or using familiar words and phrases</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>Ask and talk about regular activities</li> <li>Say what you don't do -</li> <li>Ask and say what other people do</li> <li>Talk about what you like / dislike doing</li> </ul>
<p><b>PSHE – Beginning and belonging</b>  Myself &amp; My Relationships  Beginning and Belonging (BB 5/6)</p> <ul style="list-style-type: none"> <li>What are my responsibilities for helping others in school feel happy and safe? RR</li> <li>How can I take responsibility for building relationships in my school and how does this benefit us all? CF</li> <li>How might different people feel when starting something new and how can I help? MW</li> <li>How do we help people feel welcome and valued in and out of school? CF</li> <li>What helps me to be resilient in a range of new situations? MW</li> <li>Are there more ways I can get help now and how do I seek support? BS</li> </ul>	<p>In this unit, children will participate in developing ground rules for the class and in exploring what they mean in practice. They will also take part in activities to build positive relationships in the class and to develop their skills of cooperation. They will explore the range of new situations they or others may find themselves in, and the emotions they or others may experience. They will develop strategies for coping when they are new. They will also revisit and develop their own Networks of Support, and consider how they can provide help and support to others.</p>
<p><b>P.E. Football / Netball</b></p> <ul style="list-style-type: none"> <li>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, <b>football</b>, hockey, <b>netball</b>, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul> </li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>Develop controlled movements and tactics including dribbling, passing and defending</li> <li>Learn the rules for the game of football</li> <li>Play games of football, working as a team and demonstrating good sportsmanship.</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>Develop skills in throwing, catching, defending and shooting</li> <li>Learn the rules for the game of netball</li> <li>Play games of netball, working as a team and demonstrating good sportsmanship.</li> </ul>

**Music – Whole Class Ensemble Teaching**

Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory
- ♣ use and understand staff and other musical notations
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ develop an understanding of the history of music.

- This year, Class Three will be learning how to play Steel Pans. Our whole class lessons will take place each Monday afternoon and are delivered by the Leicestershire Music Hub. You can find out more by watching this video:  
<https://www.youtube.com/watch?v=koB1q1S4Srw>
- Before lessons begin, we will learn about the history and culture of steel pans and take time to appreciate music in which they are prominent.
- We look forward to performing for you all.

## Mexico and the Mayans! - Homework Tasks

Please choose a minimum of two of the following tasks which are linked to our topic. You are welcome to do more than two if you wish. **This work is due to be handed in on Monday 3<sup>rd</sup> October – this gives you five weekends to work on your chosen activities and so should be handed in on time.** You can hand the homework in as follows: by emailing it to [class3@thrussington.leics.sch.uk](mailto:class3@thrussington.leics.sch.uk) or by physically bringing it in. Towards the end of the topic, we will celebrate our learning and parents will be invited to see what we have been doing at school and at home.



The Mayans had many myths to explain the world around them. Have a look at some examples and then have a go at inventing your own mythical story to explain something in the world. You could also include some fabulous illustrations like the Mayans did.

Find out which version of Spanish is spoken in Mexico. Can you write ten key phrases in Spanish that would be useful for a trip to Mexico?



Can you create a model of the famous Mayan ruins of Chichen Itza? Also, include ten fact cards alongside your model.



There is lots of incredible wildlife in Mexico. Can you research the conservation of sea turtles and how they are protected in Mexican waters?

Who was Frida Kahlo? Can you recreate one of Frida Kahlo's most famous pieces of art?

