

Ancient Maya —Curriculum Driver Year 3/4 Autumn Term Year B

Topic Question: What Can We Learn From The Maya Civilisation?

Linked people of study: Frederick Catherwood,
Percy Fawcett

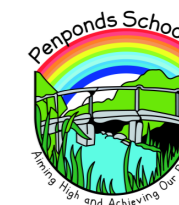
Linked texts: The Chocolate Tree: A Mayan Folktale Linda Lowery, Journey to the Jungle: Pie Corbett, Chocolate - Michael Rosen . Film unit - Day of the Dead - Dia de los Muertos. The Great Kapok Tree Lynne Cherry,

Trips/Visitors: Eden Project— origin of chocolate workshop, rainforest biome

Topic Composite/Finale: Class Maya festival—making fajitas with guacamole, eat off weaved mats wearing masks

Prior Learning Topic: Strong links to year 1/2 topic 'Down in the Jungle'. Year 1/2 voyage of mystery - weather, climate and culture

Future Learning Topic: Y5/6 Groovy Greeks



History

Intent: Children will have a good knowledge of the Ancient Maya civilization, including beliefs, social roles, writing, numbers and food.

Hooks from old learning (YR;Y1/2): (Y1/2) Voyage of the mystery—life in the past, Castles and Coasts—settlers, Down in the Jungle

Skills and Knowledge Components Focus

Year 3

Order events over a larger timescale.

Distinguishing between fact and opinions and given reasons.

Children pose own questions to gain an understanding of the topic.

Question why something happened and how it impacted people.

Language specific to topic

Year 4

Beginning to think about the impact of historical events/people.

Understanding the difference between primary and secondary sources.

Generate purposeful questions.

Question why something happened and how it impacted people long term

Language specific to topic

Sticky Knowledge: The Maya civilisation began around 2000 BC.

Maize was a very important crop that formed up to 80% of the Maya people's diets. They believed that the first humans were made from maize dough by the gods. The Maya made a bitter chocolatey drink from cacao beans that was enjoyed by the rich and used for medicines and in ceremonies. The beans were highly valued and even used as a form of money.

The Maya had their own writing and number system.

The Maya believed in and worshipped a number of different gods.

Key Vocabulary: Civilisation, drought, ritual, jaguar, scribes, codices, maize, cacao beans.

Subject Composite: Class Maya festival—making fajitas with guacamole, eat off weaved mats wearing masks etc.

Impact: Children have a good knowledge of life in Ancient Maya times and are able to share their knowledge with others.

Hooks for new learning (Y5/6): Vicious Vikings, Ancient Greeks

Geography

Intent: Children will know where central America is and be able to locate it on a map. They will look at maps of Central America and locate the countries on a map. They will look at physical geography of the place and compare to where they live. They will learn about early trade and crop growth.

Hooks from old learning (YR;Y1/2): (YR) - On the move —vehicles, travel and transport.(Y1/2) Voyage of the mystery—life in the past, Castles and coasts—settlers.

Skills and Knowledge Components Focus

Year 3

Know where food comes from (trade routes).

Use aerial photographs.

Year 4

Locate on a map, human and physical characteristics of Europe (including Russia) and the wider world.

Study geographical similarities and differences between countries in Europe and the wider world.

Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe and the wider world.

Sticky Knowledge: The Maya civilisation happened in central America.

To find central America on a map.

Much of the Maya landscape was rainforest.

Maize was a very important crop that formed up to 80% of the Maya people's diets. They believed that the first humans were made from maize dough by the gods. The Maya made a bitter chocolatey drink from cacao beans that was enjoyed by the rich and used for medicines and in ceremonies. The beans were highly valued and even used as a form of money.

Key Vocabulary: Civilisation, drought, ritual, jaguar, scribes, codices, maize, cacao beans, Mesoamerica, Equator, rainforest, humid, Amazon,

Subject Composite: Class Maya festival—making fajitas with guacamole, eat off weaved mats wearing masks etc.

Impact: Children will have a good knowledge of where the Maya lived and what the environment was like including how crops were grown and traded and they can share their knowledge with others.

Hooks for new learning (Y5/6): Groovy Greeks—looking at maps of Europe, WW2—looking at Europe, Vicious Vikings— migration, Europe focus, Victorians—growth of cities, trade

Science

Intent: The children will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls. The children will work scientifically and collaboratively to investigate friction, by exploring the movement of a toy car over different surfaces. They will work in a hands on way to identify magnetic materials. Furthermore, they will conduct an investigation into the strength of different types of magnet. The children will have chance to explore the way magnetic poles can attract and repel in an exciting activity, making their own compass and using it to find hidden items. The children will use their understanding of magnetic attraction to design and create their own magnetic game. They will develop their scientific enquiry skills, making observations, predictions and conclusions.

Hooks from old learning (YR;Y1/2): Voyage of the Mystery, Castles and coasts (Y1/2).

Skills and Knowledge Components Focus

Compare how things move on different surfaces.

Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Observe how magnets attract or repel each other and attract some materials and not others.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Describe magnets as having two poles.

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Sticky Knowledge: A force is a push or a pull.

Different surfaces create different amounts of friction, depending of the roughness of the surface and the force between them.

Forces can make things, move, speed up, slow down or stop.

An object is magnetic if it is attracted to a magnet.

Like poles attract.

Opposite poles repel.

Key Vocabulary: forces, friction, surface, pushes, pulls, magnet, magnetic, magnetic field, poles, repel, attract

Subject Composite: Using knowledge learnt, children plan and make their own game using magnets.

Impact: Children will know about push and pull forces. They will understand the impact of friction onto a force. They will explore magnets and understand that magnets can attract and repel objects and each other depending on the poles. They will use this knowledge to create their own game using magnets.

Hooks for new learning (Y5/6): Links to science unit on forces

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Art and Design

Intent: Children will focus on DRAWING AND COLLAGE/ MIXED MEDIA Aztec artists

Children create designs and make Aztec /Maya masks used mixed media e.g. collage to show mosaic, mixed materials including textiles. They will have a go at weaving and creating different techniques.

Hooks from old learning: (YR, Y1, Y2) Into the woods—collage unit

Skills and Knowledge Components Focus

Year 3

Different pencils for different purpose and effects.

Combine materials and give reasons for choices.

Respond to the work of others and say how it makes them feel or think and give reasons as to why.

Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.

Variety of stitching techniques (running, stabbing).

Draw outlines with reference to size and shape.

Begin to research great artists and designers through time.

Begin to include elements of other artists work in their own.

Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.

Year 4

Begin to experiment with different tools for line drawing.

Create and make designs with applique onto fabric.

Decorate fabric using different materials to finish.

Talk about their intention and how they wanted their audience to feel or think.

Continue to use art as a tool in other curricular areas eg: RE or Literacy. As a response to work or as a starting point to learning.

Use pencils and penwork to create tone and shade and intricate marks when drawing.

Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.

Begin to critique their own and others' work alongside set criteria.

Sticky Knowledge: Masks played a central role in Maya culture. They were made for a variety of occasions and purposes. In fact, they were even used to decorate temples.

Masks were often inspired by animals; they were vibrant and colourful. The Mayas believed that animals represented the spirits Mayas were buried with a death mask, which was intended to protect the wearer on their journey to the afterlife. Jade, a precious stone, was used because it symbolised the soul. Frescoes have been discovered on the walls of Maya temples. These frescoes show scenes of daily life, stories, battles and religious events.

Key Vocabulary: weave, design, plan, make, method, celebration, festival, fresco, jade

Subject Composite: Children use their final pieces to enjoy our own Maya festival.

Impact: Children will create designs and make Aztec masks used mixed media e.g. collage to show mosaic, mixed materials including textiles.

Hooks for new learning (Y5/6): Vicious Vikings (collage and mixed media), WW2 (drawing, painting and collage).

Design Technology

Intent: Children design and create a Maya meal for our class Maya festival.

Learn about types of food that the Maya ate and how it was prepared.

Design and plan a meal for our end of unit Maya festival.

Evaluate the food created.

Hooks from old learning: (YR, Y1, Y2) YR units links to cooking, (Y1/2) Castles and coasts—Castle Kitchens, down in the jungle—yoghurt cafe

Skills and Knowledge Components Focus

Year 3

Design an appealing and functional product with a clear purpose and use for themselves and others.

Sketch and label diagrams of their design ideas. Discuss their ideas and explain the purpose, choice of materials, any necessary changes and how it will be made. Explain what they are making, why they are making it and what they will need to use.

Select and name appropriate tools and equipment needed from a suggested range Know and choose which equipment is used for cutting, shaping joining and finishing from a suggested range.

Suggest ways of improving their own and others' work.

Understand what a healthy, varied and balanced diet is. Choose, prepare and cook dishes using some cooking techniques. Understand where fruit, vegetables, meat and meat products come from.

Year 4

Design an appealing and functional product for a particular audience. Create design criteria for a product. Use sketches, labelled diagrams and notes to explain their design. Explain their ideas, the purpose, choice of materials, any necessary changes and how it will be made. Explain what they are making, why they are making it and what they will need to use, using the design criteria

select and name appropriate tools and equipment needed Know and choose which equipment is used for cutting, shaping joining and finishing.

Explore and analyse existing products against a set of criteria. Consider how products were made, why they are good (or not) and how effective they are at meeting their purpose. Suggest ways of improving their own and others' work based on how effective the product is.

Understand why we need to eat a healthy, varied and balanced diet. Understand why we need particular food groups. Choose, prepare and cook dishes using different cooking techniques. Know which foods can be grown or reared locally.

Key Vocabulary: recipe, ingredients, tortilla, guacamole, cacao beans, chocolate, maize

Subject Composite: Children will use their final pieces to enjoy our own Maya festival.

Impact: Children will know about the foods the Maya used and will be able to prepare them for a Maya festival.

Hooks for new learning (Y5/6): Groovy greeks—kebab making, WW2—making a meal on rations

Computing

Intent: Teach computing - Branching databases - year 3

During this unit, children will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The children will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.

Teach computing - Data logging - Year 4

In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.

Hooks from old learning: (YR, Y1, Y2) Grouping Data (Y1 unit), Pictograms (Y2 Unit), Technology all around us (y1 and Y2 unit)

Skills and Knowledge Components Focus

Year 3

To plan simple sequences with algorithms. Use logical reasoning to predict errors.

Create and implement programmes to accomplish given goals. Use technology to present data and digital content.

Continue to use technology safely and respectfully.

Year 4

Know how to use digital tools responsibly to communicate Use search technologies effectively and safely.

Design a simple programme with a specific focus using algorithms to write the sequence. Use sequence selection and repetition in programmes. Detect and correct errors in algorithms and programmes

Create and implement a range of programmes to accomplish given goals. Use technology to collect and present data and digital content. Sticky Knowledge: Animations can be made on screen and off screen, Logo can be used to create simple algorithms.

Key Vocabulary: attribute, condition, data, data set, digital devise, information, information technology, input, input device, object, output, output device, property, stored, variable

Subject Composite: Children will create a branching database and collect and evaluate data.

Impact: Children will understand there are different type of questions. They will create branching databases using yes/no questions. They will understand how and why data is collected and collect and evaluate their own data.

Hooks for new learning (Y5/6): Flat file databases (Y5 unit), Introduction to spreadsheets (Y6 unit), Selection in physical computing (Y5 unit), Sensing (Y6 unit).

Music

Intent: Children will listen to and discuss the sounds of rainforest creatures and rain. Recreate a rainstorm using your hands and body parts. Make rain-sticks, pan-pipes and xylophones. Compose a musical composition, inspired by the sounds of the rainforest, entitled 'A Day of Rain' and perform it

Hooks from old learning: (YR, Y1, Y2) To build on previously learnt skills from the charanga scheme.

Skills and Knowledge Components Focus

Year 3

Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call and response) . Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinato) with a range of instruments. Effectively choose, order, combine and control sounds (texture/ structure). Start to use musical dimensions vocabulary to describe music- duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words when analysing music/performances Use musical dimensions together to compose music Play with a sound-then symbol approach. Use silence for effect and know symbol for a rest.

Year 4

Sing in tune, breathe well, and pronounce words, change pitch and dynamics. Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Create rhythmic patterns with awareness of timbre and duration Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music- duration, timbre, pitch, dynamics, tempo, texture structure, rhythm, metre, riff, ostinato, melody, harmony.

Key Vocabulary: beat, pace, rhythm, pulse, melody, texture, timbre, pitch, dynamics, tempo, structure, metre, riff, ostinato, harmony,

Subject Composite: Listen to and discuss the sounds of rainforest creatures and rain. Recreate a rainstorm using your hands and body parts. Make rain-sticks, pan-pipes and xylophones. Compose a musical composition, inspired by the sounds of the rainforest, entitled 'A Day of Rain' and perform it

Impact: Children will be able to create their own sounds, based on the style they have listened to. They will prepare this for a performance during assembly.

Hooks for new learning (Y5/6): Continue to develop rhythm work and notation, adding melody in different ways.