



<p style="text-align: center;">English</p> <p>Narrative writing- Historical fiction</p> <ul style="list-style-type: none"> • Use engaging features to describe a setting • Create a character with characteristics suited to the Mayan people and period • Plan and write a story with an: opening, build up, problem, resolution and ending • Use appropriate punctuation for direct speech • Select an appropriate narrative viewpoint • Use a thesaurus to find more ambitious vocabulary <p>Poetry</p> <ul style="list-style-type: none"> • Use imagery to describe the rain forest • Recognise a variety of poetry structures • Carefully select words to create a particular mood <p>Reading</p> <ul style="list-style-type: none"> ▪ Reflecting on what has been read and inferring deeper meanings ▪ Retrieving key details from a text ▪ Identifying words chosen by the writer for effect ▪ Using a variety of texts to research aspects of Mayan life ▪ Summarise texts 	<p style="text-align: center;">Maths</p> <p>Calculating fractions, decimals and percentages</p> <ul style="list-style-type: none"> • Add fractions with the same denominator within and beyond one whole • Subtract fractions with the same denominator within and beyond one whole • Calculate a unit fraction of an amount when the answer is a whole number • Calculate a non-unit fraction of an amount when the answer is a whole number • Identify equivalent fractions from diagrams • Find families of equivalent fractions • Create diagrams to show families of equivalent fractions • Solve problems with increasingly harder fractions to calculate quantities <p>Calculating Space</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of 2D shapes when dimensions are unknown • Calculate the perimeter of rectangles (including squares) when dimensions are known • Calculate the perimeter of other rectilinear shapes when dimensions are known • Find the area of rectangles (including squares) by counting squares • Find the area of other rectilinear shapes by counting squares • Solve problems involving perimeter • Solve problems involving area
<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> ▪ Compare and group materials together, according to whether they are solids, liquids or gases ▪ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ▪ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p style="text-align: center;">Physical Education</p> <p>Swimming: The children will be split into ability groups. Most children will be working on their confidence in the pool and focusing on swimming a width without touching the bottom. Others will be practising all types of different strokes, focusing on their technique.</p> <p>Rounders: The children will be focussing on striking and fielding in rounders. With striking, the children will look at different ways to strike the ball and how to strike it more consistently. In fielding, they will be practising ground fielding, catching and overarm throwing.</p>
<p style="text-align: center;">Art and DT</p> <p>Study of Henry Rousseau's forest depictions</p> <ul style="list-style-type: none"> ▪ Stating some characteristics of Rousseau's work ▪ Emulating the artist's style- using bold colours and repeated patterns ▪ Learning about the Mayan tradition of Brocading and weaving ▪ Creating our own weaving, using repeated patterns and shapes 	<p style="text-align: center;">Religious Education</p> <p>Areas of Focus: Believing/Behaving/Belonging</p> <p>Religion: Judaism</p> <ul style="list-style-type: none"> ▪ Understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.
<p style="text-align: center;">History</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history – Mayan civilisation AD 900</p> <ul style="list-style-type: none"> ▪ Who were the Mayans? ▪ What was daily life like for the Mayans? ▪ What happened to the Mayans? 	<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> ▪ Locating North and South America using maps, atlases, globes and digital/computer mapping ▪ Understanding and using the terms: biodiversity, biome, climate and humidity, Equator, Northern Hemisphere and Southern Hemisphere ▪ Comparing human and physical features of the Temperate Deciduous forest biome and the rainforest biome
<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> ▪ Recognising and stating some characteristics of a variety of musical styles ▪ Selecting music appropriate for certain situations ▪ Creating playlists to suit certain moods 	