



# Marvellous Mayans

## Spring 2 2024 UKS2

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RE	Computing	History	Art & DT	PE
<b>Key Vocabulary</b> theist, agnostic, atheist, monotheism, polytheism, belief	<b>Key Vocabulary</b> audience, concept map, node, thought, connection, idea, visual, concept, collaboratively	<b>Key Vocabulary</b> Maya people, artefact, calendar, civilisation, empire, kingdom, maize, tomb, worship	<b>Key Vocabulary (Art)</b> fabric printing, collagraph, Beatriz Milhazes, Mondrian, Matisse, wall hanging, materials, texture  <b>Key Vocabulary (DT)</b> production line, health and safety, tacos, Tex-Mex, healthy, vegetarian, vegan, ingredients, materials, brief, process	<b>Key Vocabulary</b> pike, stag jump, split leap, vault, round off, routine, sequence,
<b>Why do some people believe in God and some people do not?</b> <ul style="list-style-type: none"><li>How many people believe in God?</li><li>Is God real? What do people think?</li><li>What do other religions believe their God to be like?</li><li>Why do people believe or not believe in God?</li><li>What impact does believing in God have on how people think and live?</li><li>Do you think God is real? Why or why not?</li></ul>	<b>Concept Maps</b> <ul style="list-style-type: none"><li>Why is a visual representation useful when generating and discussing complex ideas?</li><li>What vocabulary do I need to know when creating a concept map?</li><li>How can a concept map be used to retell stories and information?</li><li>How can I apply my knowledge of concept maps to create a map of my choice and present to an audience?</li></ul> <b>Teaching of computing to be tied into English unit.</b>	<b>Marvellous Mayans</b> <ul style="list-style-type: none"><li>Who were the Mayans?</li><li>Why were they so important?</li><li>What was life like at the height of the Mayan Civilisation?</li><li>What do sources tell us about the Maya people?</li></ul> <i>Moment on Awe and Wonder: tell children that two thousand years ago the ancient Maya developed one of the most advanced civilizations in the Americas. They developed a written language of hieroglyphics and invented the mathematical concept of 0. With their expertise in astronomy and mathematics, the Maya developed a complex and accurate calendar system so we have a lot to thank them for!</i>	<b>Print Making ( Art)</b> <ul style="list-style-type: none"><li>What can we find out about the artwork of Beatriz Milhazes?</li><li>How does Beatriz Milhazes' art compare to artwork of Mondrian and Matisse?</li><li>How can I use the work of Beatriz Milhazes to create a Mayan themed wall hanging using the printing technique?</li><li>How can I create a collagraph of either a Mayan death mask or event mask?</li><li>create a collagraph of a Maya mask.</li></ul> <i>Outdoor learning: children to use natural resources outdoors when finding resources for collagraphs.</i>	<b>Gymnastics</b> <ul style="list-style-type: none"><li>What do I need to do to successfully perform a stag jump and split leap?</li><li>How can I perform a pike roll accurately?</li><li>How can I perform a squat after a vault?</li><li>Can I perform a round off?</li><li>What do I need to include to perform a sequence of gymnastic movements that are creatively linked together?</li></ul> <i>Moment on Awe and Wonder: Point out to the children how amazing it is that our bodies can be so flexible and do so many wonderful things. Make links with professional gymnasts and share some of their achievements ( including males)</i>

			<p><b><u>Food, Cooking and Nutrition</u></b> <b><u>( DT)</u></b></p> <ul style="list-style-type: none"><li>• Can I identify ways people design and create food using a production line?</li><li>• What ingredients, materials, tools and equipment do I need to create my production line?</li><li>• Can I design a recipe which meets the brief?</li><li>• What process will I need to follow on my production line to ensure that the brief is met?</li><li>• Can I work collaboratively with peers to create a successful production line?</li><li>• How successful were my tacos? What I need to do anything different next time?</li></ul>	
<p><b>End Point:</b> To weigh up different viewpoints and reflect on why some people believe in God and some people do not.</p>	<p><b>End Point:</b> To create a collaborative concept map and present this to an audience.</p>	<p><b>End Point:</b> To know the importance of the Mayan civilisation in relation to key periods in history.</p>	<p><b>End Point:</b> Art: use collagraph and fabric printing technique to create a Mayan themed wall hanging.</p> <p>DT: design and create a simple production line to make 20 tacos.</p>	<p><b>End Point:</b> To perform a sequence of gymnastics movements that are creatively linked together.</p>


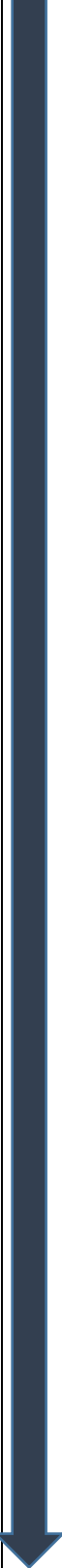





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PSHE	Music	French	Geography	Science
<p><b>Key Vocabulary</b></p> <p><b>Year 5:</b></p> <p>Self-respect, social media, pressure, healthy, unhealthy, informed decision, emergency, level-headed, recovery position, body image</p> <p><b>Year 6</b></p> <p>pressure, influence, body image, social media, self-respect, informed decision, healthy behaviour, unhealthy behaviour</p>	<p><b>Key Vocabulary</b></p> <p>melody, harmony, play, chords, accompaniment, pitch, texture, improvise, compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Ab, Bb, B</p>	<p><b>Key Vocabulary</b></p> <p><b>Year 5</b></p> <p>un, deux, trois, quatre, cinq, six, sept, huit, neuf dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, trente</p> <p><b>Year 6</b></p> <p>je regarde, a télévision, les jeux télévisés, les émissions de sport, la télé réalité, les actualités les films, les comédies, les documentaires, j'aime, je préfère je n'aime pas, je déteste j'adore</p>	<p><b>Key Vocabulary</b></p>	<p><b>Key Vocabulary</b></p>

<div></div> <div>New Jigsaw scheme <b>Healthy Me</b> <b>Year 5</b><ul style="list-style-type: none"><li>• What are some of the risks of smoking?</li><li>• What are some of the risks of alcohol misuse?</li><li>• What can I do to get help in an emergency situation?</li><li>• How does the media, social media and celebrity culture promote certain body type?</li><li>• What are some of the different attitudes people have to food and how these can be affected by external influences?</li><li>• What makes a healthy lifestyle?</li></ul><b>Year 6</b><ul style="list-style-type: none"><li>• What can I do to take responsibility for my health and make choices that benefit my health and well-being?</li><li>• What are the different types of drugs and their uses and what effects do they have on our body?</li><li>• How are some people exploited and what might they be made to do that is against the law?</li><li>• Why do some people join gangs? What are the risks involved in this?</li><li>• What are people's attitudes towards mental health/illness?</li><li>• What are some of the factors that cause stress? How can this negatively impact on people's lives?</li></ul></div>	<div></div> <div><b>Enjoying Musical Styles (Charanga)</b><ul style="list-style-type: none"><li>• Can I learn and perform the song 'Erie Canal'?</li><li>• Can I improvise the song 'Erie Canal' using notes D, E, F, G, A?</li><li>• Can I learn and perform the song 'Heroes'?</li><li>• Can I improvise the song 'Heroes' using notes D, E, F, G, A?</li><li>• Can I listen and appraise the song 'Happy to Me' before performing?</li></ul></div>	<div></div> <div><b>Numbers 1-30 (Year 5)</b><ul style="list-style-type: none"><li>• Can I count from 1-30?</li><li>• Can I use my knowledge of French numbers to 30 to give temperature?</li><li>• Can I talk about the weather forecast in French?</li><li>• How can I build sentences about temperature and weather?</li></ul><b>Music and Television (Year 6)</b><ul style="list-style-type: none"><li>• How do you say different TV programmes in French?</li><li>• Can I give a simple opinion about a TV programme?</li><li>• Can I practise my pronunciation using my French phonics knowledge?</li><li>• Can I use time to explain when I watch certain TV programmes?</li><li>• Can I construct simple sentences about music and television?</li></ul></div>	<div></div> <div>No Geography this half term</div>	<div></div> <div>No Science this half term</div>
<div>End Point: To have a greater understanding of the importance of keeping healthy.</div>	<div>End Point: To have more of an awareness of different styles of music and to understand how these fit into our community.</div>	<div>End Point: Year 5: For children to be able to recall numbers from 1-30 in a range of different contexts.</div>	<div>End Point:</div>	<div>End Point:</div>

		Year 6: To learn vocabulary and construct simple sentences about television.		
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