

Essential Question: What does Mexico have that Hull doesn't?	Year 5: Autumn Term		Visit: Sam's safari Chocolate Workshop		
Community Links: Harvest Festival – Local Church and a local charity to share food donations.	Enterprise Activity: (B: community) Plan and Present a Mayan Evening to parents		 Marvellous Mayans		
Key Outcomes	Key Outcomes		Key Outcomes		
<p align="center"><u>Science</u></p> <p>Living things and their habitats <i>Can a tadpole promise never to change? (linked to key text)</i> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals (Study native Mexican Animals) Animals, including humans <i>Will we all become old?</i> Describe the changes as humans develop to old age (Linked to SRE week) Puberty – male and female changes in puberty and beyond Evolution and inheritance <i>How long has it taken to become smarter than apes?</i> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p align="center"><u>Computing</u></p> <p>Game Creator (Unit 5.5) C7, C8, C9 <i>Children will create an adventure game set in a Mayan Civilisation.</i> Children will review and analyse a computer game, They will design the setting for their own game so that it fits with the selected theme. They will upload images or use the drawing tools to create a scene, decide on the game quest and design the characters for their game. Children can decide upon, and change, the animations and sounds that the characters make. When finished, children will share their game to evaluate Modelling (Unit 5.6) C12 <i>Children will create a 3D model of a Mayan temple.</i> Children will design a building. They will explore the effect of moving points when designing and will adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form. Children will then explore how to edit the polygon 3D models to design a 3D model for a purpose. They will understand the printing and making process, refine one of their designs to prepare it for printing. Children will then print their design as a 2D net and then created a 3D model.</p>		<p>Non-European Study - Mayan Civilisation c. 900 <i>Children will write a letter to a Mexican pen pal explaining the differences of Hull and Mayan civilisations based on their learning.</i> Pupils will learn how important the improvements made during the Mayan times (writing, urbanization/architecture, astronomy, medicine and the number system) were on an international scale and why it would be considered significant, focusing on Relevance – the significant effect it has had on modern life. Pupils will focus on the rapid changes made to technology during this period due to the geographical location traversing Central America. Pupils will place key events from this period on a timeline and relate also to the time of Ancient Egypt. They may make comparisons in relation to the improvements in technology. Pupils will select relevant sections of information from sources to form conclusions linked to improvements in technology</p>		
<p><u>Geography</u> <i>Children will write a letter to a Mexican pen pal explaining the differences of Hull and Mayan civilisations based on their learning.</i> Locational and place knowledge Pupils will investigate the Mayan Cultures and using maps and globes, locate the area on maps. They will compare and contrast different parts of the world. They will recap on the climate of the Amazon rainforest and defend what are human or physical features. Pupils will explore fair trade and in particular, the production of chocolate.</p>	<p align="center">Key Texts for Topic</p> <p>Faraway Tree by Enid Blyton Tadpoles Promise by Jeanne Willis and Tony Ross Rainplayer by David Wisniewski George's Marvellous Medicine by Roald Dahl Non fiction with a focus on Mayans</p> <table border="1" data-bbox="853 1189 1532 1362"> <tr> <td data-bbox="853 1189 1102 1362"> <p align="center">PE Dance Hockey Gymnastics Rugby</p> </td> <td data-bbox="1102 1189 1532 1362"> <p align="center">MFL - French</p> <p>Unit 12: -Carnaval des animaux Unit 8 - Faire les magasins</p> </td> </tr> </table>		<p align="center">PE Dance Hockey Gymnastics Rugby</p>	<p align="center">MFL - French</p> <p>Unit 12: -Carnaval des animaux Unit 8 - Faire les magasins</p>	<p>RE :Belief in the Community (4:1) This unit builds upon work covered in Unit 1.1 Looking at me, looking at you about birth rituals, and Unit 3.2 Faith founders about faith teachings; it provides opportunity to study a local Hindu community in depth and explore patterns in our lives, contrasting them with those who share a religious faith. Pupils will question how personal beliefs affect a way of life, how actions and rituals demonstrate a sense of belonging and how symbols and artefacts play an important role in rites of passage, especially focusing on marriage in the Christian and Hindu faiths.</p>
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<p>DT: Food <i>Children will create a savoury Mayan dish of Nachos with a salsa and guacamole.</i> Pupils will make well-chosen decisions on how to prepare food products taking into account the properties of ingredients and sensory characteristics. When designing their dish they will select dishes for a particular purpose based on their knowledge of seasonality and typical South American ingredients. When preparing the dish, pupils will use scales to measure and ingredients will be cut and shaped using appropriate tools and equipment. Dishes will be decorated appropriately based on knowledge of simple ingredients used to decorate dishes.</p>	<p>Printing <i>Children will use block 'Aztec' printing to create wrapping paper to sell at the Christmas Fayre (linked to Enterprise)</i> Pupils will use their knowledge of Mayan Civilisation to create a print using precise repeating patterns in more than 2 colours. Pupils will create their own stencil. They will design their print from researching Aztec patterns and will use their final print to make wrapping paper for the Christmas Fair. They will also investigate tessellation and work to creating a tessellating printing block.</p>	<p>PSHE <u>Being me in my world</u> - Children will learn about becoming a class team, being a school citizen, rights responsibilities and democracy, rewards and consequences, their learning charter and owning their learning charter. <u>Celebrating Differences</u> - Children will learn about judging by appearances, understanding influences, understanding bullying, problem solving, special me and celebrating difference: 'how we look'.</p>
<p>Genre: Rock <i>Children will perform 'Living on a Prayer' by Bon Jovi to an audience.</i> Children will look at the history of rock music - musically draw together listening/appraising, composing/improvising and performing skills within the class Perform to Y3. Genre: Hip hop <i>Children to create their own Mayan rap and perform to the class.</i> Children will compose own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles. Hip hop workshop (Beats Bus) to come in – chn to perform their rap to each other at the end of the workshop.</p>		