

Ancient Maya Level 4 to Level 12

Overview:

This term will be themed around the Ancient Mayan Civilisation. Pupils will explore where the Mayans lived, how the rainforest influenced their lives, who were their gods and what they believed in, the Mayan number systems, Chocolate and the decline of the civilisation.

> In Mathematics, the children will be continuing their learning on length and perimeter. They will then start to look at fractions by identifying unit and non unit fractions, comparing and ordering fractions and finding equivalent fractions. They will then add and subtract fractions.

> In Science, pupils will working in main stream classes with some children learning about movement and nutrition and others learning about imbalanced forces.

> Within Art, children will be designing and creating a pavilion structure. They will begin by investigating structures before designing and creating their own model.

> Within PSHE, children will look at how they can be their best. We use the SACRF scheme of learning for our PSHE curriculum.

> In Computing, Children will be creating music using media. They will be thinking about how different types of music makes them feel, explore rhythm, and patterns, the uses of digital music and then they will create their own music using a computer program.

> Within PE, children in year 5 will be swimming every Friday afternoon. This will be with children in the mainstream part of the school. Children in all other year groups will be joining Heron Class and learning athletics skills.

> In RE, children will be looking at Hinduism and how Brahman can be everywhere and in everything.

> Music; Children will be learning song and music pieces inspired by Rock and Roll. Children will be listening to music and appraising it before learning to play some rock songs using tuned instruments.

Texts:

Pupils will engage with a carefully chosen range of texts that expose them to different genres, contexts and language features. In reading *The Lost Happy Endings*, children will be introduced to a traditional tale with a twist. They will use this text to write detailed descriptions of characters and settings. They will also be looking at the non fiction book *Uncover History—The Maya Report*. They will use this information to create their own information text about Ancient Mayan Civilisation. Collectively, these texts provide opportunities to broaden vocabulary, deepen comprehension, and apply writing skills across a variety of forms, supporting progression in reading and writing while fostering curiosity, creativity and cultural understanding.

Our children in Resource Base require a tailored, bespoke offer of learning, which is integrated in supporting their development within the KS1/KS2 curriculum. Additionally, children will have daily sessions to support their concentration and focus, communication and interaction and emotional regulation. Additional provision includes:

- > Speech and Language Therapy
- > Sensory Story and/or Story Massage
- > Sensory Circuit
- > Little Wandles Phonics SEND Programme and daily 1:1 Reading
- > Life Skills
- > Gross Motor Skill Development
- > Fine Motor Skill Development; Write from the Start Programme
- > Sensory Room
- > Quiet Teaching Spaces
- > Child-directed learning
- > Enhanced Provision
- > AQA Unit Award Scheme

Alongside these bespoke provisions, our environments enable our learners to succeed with a total communication approach, consisting of objects of reference, core boards, visuals, visual timetable, now and next boards, non-verbal communication approaches including gestures, facial expressions, sign language, and communication boards, including assistive technology. We also use positive touch communication approaches to enable access to learning including story massage. This enables our children to communicate and build upon their language development.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
History	<p>Ancient Maya Civilisation</p> <p>Who were the Ancient Maya Civilisation?</p>	<p>Ancient Maya Civilisation</p> <p>How the rainforest influenced ancient Maya life</p>	<p>Ancient Maya Civilisation</p> <p>Who were the Maya Gods and what were their roles?</p>	<p>Ancient Maya Civilisation</p> <p>How the Maya Civilisation's number system worked.</p>	<p>Ancient Maya Civilisation</p> <p>How important was chocolate to the Ancient Maya?</p>	<p>Ancient Maya Civilisation</p> <p>The decline of Ancient Maya cities.</p>
Art	<p>Structures</p> <p>Exploring frame structures</p>	<p>Structures</p> <p>Designing a pavilion</p>	<p>Structures</p> <p>Pavilion frame</p>	<p>Structures</p> <p>Pavilion frame</p>	<p>Structures</p> <p>Cladding</p>	<p>Structures</p> <p>Cladding</p>
Music	<p>Rock and Roll</p> <p>The history of rock and roll</p> <p>The Hand Jive</p>	<p>Rock and Roll</p> <p>Perform with a sense of style</p> <p>Rock Around The Clock</p>	<p>Rock and Roll</p> <p>Play a walking bass line</p>	<p>Rock and Roll</p> <p>Performing Bass</p>	<p>Rock and Roll</p> <p>Rock and Roll Performance</p>	<p>Rock and Roll</p> <p>Rock and Roll Performance</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Computing	Creating Media— Making Music How does music make you feel?	Creating Media— Making Music Rhythm and Patterns	Creating Media—Making Music How music can be used	Creating Media—Making Music Notes and Tempo	Creating Media— Making Music Creating digital music	Creating Media— Making Music Reviewing and editing music
PSHE SCARF Planning	Being my best Healthy eating	Being my best Poorly Harold	Being my best Body team work	Being my best For or against	Being my best I am fantastic	Being my best Top Talents
RE	How can Brahman be everywhere and in everything? What makes me special?	How can Brahman be everywhere and in eve- rything? What are deities and what did Hindu Gods look like?	How can Brahman be eve- rywhere and in every- thing? Understand how Hindus use deities at home.	How can Brahman be everywhere and in every- thing? Show our understanding of Brahman.	How can Brahman be everywhere and in everything? To create a God of our own.	How can Brahman be everywhere and in everything? Reflection.