

Elm Class Topic Overview - SPRING 2021

(PB = PlanBee) (Skills) (Activity)


THE MAYANS

	Topic The Mayans PlanBee	Literacy	Science Light and Sound	Maths	Computing Networks and devices	French My family	PSHE SEAL Good to be me and PlanBee	RE Symbols Easter	PE Gymnastics Hockey Chris Jew on Friday	ART / DT Mayan Masks	Music Melodic patterns and pitch sounds
1	What do we know about the Mayans and what would we like to find out?	LO – to plan, draft and write own holiday recount Christmas holiday writing (Ass) SPAG – To use expanded noun phrases to add interest.	What do we already know about light? LO: To recognise that we need light in order to see things and that dark is the absence of light.	Multiplication & Division Year 3 - Recall and use multiplication and division facts for the; <input type="checkbox"/> 3x table; <input type="checkbox"/> 4x table; <input type="checkbox"/> 8x table. Year 3 - Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to written methods. Year 4 - Recall multiplication and division facts for multiplication tables up to 12 x 12. <input type="checkbox"/> Use place value, known and derived	LO: To show an understanding of the school network and how it links computers to resources in school and beyond.	To recall and use previous learned vocabulary Review greetings	I know what's important to me Personal shield	No lesson due to 4 day week	To travel around in a variety of ways. Move in different directions and at different levels using hands and feet.	LO: To plan ideas for a Mayan mask. Children to plan their initial ideas for their Mayan masks using several mask templates.	LO: To understand melody. Music Lesson: What is a Melody? - Sing! Step! Grow! - YouTube

				facts to multiply and divide mentally: ☐ including multiplying by 0 and 1; ☐ including dividing by 1; ☐ including multiplying together three numbers.							
2	What can I find out by looking at artefacts?	LO – to describe artefacts and their uses Create museum labels SPAG – to express time and cause using conjunctions	LO: To notice that light is reflected from surfaces. Children to produce diagrams to demonstrate how light travels and reflects off surfaces.	Multiplication & Division Year 3 - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Year 4 - ☐ Recognise and use factor pairs and commutativity in mental calculations. ☐ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout ☐ Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one	LO: To show an understanding of the school network and how it links computers to resources in school and beyond.	To listen carefully and use accurate pronunciation My family		To understand how symbols represent a meaning Noah's Ark story, its importance across 3 religions	To create a body sequence. Add curls and stretches, make shapes and link 3 actions.	LO: To design a Mayan mask. Children to choose their final design for their Mayan mask and to sketch their designs.	LO: To identify ways sounds are used to accompany a song. Listen to a selection of songs. How are the sounds used?

				digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.							
3	Where did the Mayan live?	<p>LO – To write a narrative creating setting, characters and plot</p> <p>Retell the story of creation of humans out of maize</p> <p>SPAG</p> <p>-Consistent use of the past and present tense in texts</p>	<p>LO: To recognise that shadows are formed when the light from a light source is blocked by a solid object.</p>	<p>Measure, length, perimeter, and area</p> <p>Year 3 – To measure, compare, add and subtract lengths (m/cm/mm).</p> <p>Year 4 – Convert between different units of measure (lengths).</p> <p>To estimate, compare and calculate different measures (lengths).</p>	<p>LO: To compare the school network with other networks they may encounter at home or in the wider world.</p>	<p>To practise asking and answering questions</p> <p>My family</p>	<p>To know that we are responsible for our own actions</p> <p>Link to Mayans</p>		<p>To create a sequence with a partner.</p> <p>Use previous ideas and link actions as a pair.</p>	<p>LO: To recreate Mayan masks. (Plan Bee)</p> <p>Children to create their paper mache Mayan masks.</p>  <p>(Over 2 weeks)</p>	<p>LO: To recognise how music can reflect different intentions.</p>
4	How was Mayan society organised?	<p>-use of speech marks to punctuate direct speech</p>	<p>LO: To find patterns in the way that the size of shadows change.</p>	<p>Measure, length, perimeter and area</p> <p>Year 3 – To measure the perimeter of simple 2D shapes.</p> <p>Year 4 - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>To find the area of</p>	<p>LO: To show an understanding that their password is the key to accessing a personalised set of resources and files.</p> <p>Children to be given their</p>	<p>To repeat words and phrases modelled by the teacher</p> <p>How old are you?</p>		<p>To identify some Jewish symbols</p> <p>menorah, Star of David, shofar</p>	<p>To develop balancing skills.</p> <p>Find ways of balancing and incorporate these into a sequence.</p>	<p>LO: To recreate Mayan masks.</p>	<p>LO: To recognise how music can reflect different intentions.</p>

				rectilinear shapes by counting squares.	passwords to access learning sites such as Active Learn.						
5	What was everyday life like for Mayan people? 2 lessons	To organise paragraphs around a theme and to use simple organisational devices Non-chronological report about aspects of Mayan society SPAG -use of paragraphs to group related materials -headings and subheadings to aid presentation	LO: To recognise that light from the sun can be dangerous and that there are ways to protect our eyes. Sun safety poster/information leaflet.	Number: Fractions Year 3 - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. ☐ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. ☐ Recognise and use fractions as numbers: unit fractions (numerator of 1) and non-unit fractions with small denominators. Year 4 - Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Recognise and write decimal equivalents of any number of tenths or hundredths.	LO: To show an understanding that their password is the key to accessing a personalised set of resources and files. Link to E-Safety: Where should we keep our passwords? How can we keep our passwords safe? What should we do with passwords when we are grown ups?	To ask and answer questions Paired work practice of family words	To choose to make my own choices and act assertively Link to Mayans		To create a paired sequence Create mirror sequence – travelling, shapes and balances and peer assess.	LO: To evaluate our Mayan masks. Children to evaluate their completed masks. <ul style="list-style-type: none"> Children to say what they like and feel about their own and others' work and adapt their work and describe how they might develop it further. 	LO: To analyse and comment on how sounds are used to create different moods. Listen to a selection of music. How does the music reflect mood? How else is music used to create mood?

				Recognise and write decimal equivalents to 1/4, 1/2, 3/4.							
6			<p>Mayan shadow puppets to investigate how shadows are formed and to find patterns in the way shadows change.</p> <p>(Over 2 weeks)</p> 	<p>Number: Fractions</p> <p>Year 3 -  Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p> Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7].</p> <p> Compare and order unit fractions, and fractions with the same denominators.</p> <p>Year 4 - Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Add and subtract fractions with the same denominator.</p>	<p>LO: To show an awareness of where passwords are critical in everyday use (e.g. parents accessing bank details).</p>	<p>To learn new vocabulary and match words to pictures</p> <p>Pets</p>		<p>To identify some Islamic symbols.</p> <p>crescent moon and star</p>	<p>To review and practise a variety of rolls.</p> <p>Forward, backward, pencil and teddy bear rolls.</p>	<p>LO: To plan, design and sketch Mayan art.</p> <p>Children to create designs for their Mayan art clay pot sculptures.</p>   	<p>LO: To analyse and comment on how sounds are used to create different moods.</p> <p>Children to use instruments to create different moods.</p>

Outcome of learning - Mayan shadow puppets in Science and Mayan masks to go on display.

HALF TERM

	Topic	Literacy	Science Sound	Maths	Computing	French	PSHE	RE	PE	ART/ DT	Music
1	To find out about Mayan religion and beliefs.	LO: To plan, draft and edit a non-narrative piece Diary entry for a priest SPAG -sentences with different forms -fronted adverbials	Mayan shadow puppets.	Number: Fractions Year 3 – To solve problems involving fractions. Year 4 - Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	LO: To begin to show discernment in their use of computing devices and tools for a particular purpose. Children to demonstrate their ability to use relevant websites/search engines to research facts about the ancient Mayans.	To recall vocabulary Class Quiz Review of vocabulary from last half term	To think about my worries and decide what to do about them Role play		To I can dribble using a hockey stick. Learn technique and dribble around cones.	LO: To use clay to recreate Mayan art and artefacts. (Plan Bee) Use clay to create a clay pot featuring Mayan art. 	LO: To understand pitch. Introduction to Pitch! (Kid's Music Classes Online) - YouTube

2	To explore the Mayan number system and calendars.		<p>What do we already know about sound?</p> <p>LO: To identify how sounds are made, associating some of them with something vibrating.</p> <p>Children to investigate how sounds are made using instruments.</p> <p>LO: To recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>Year 3 – Measurement, mass and capacity.</p> <p>To measure and compare mass (g/kg).</p> <p>To measure and compare capacity (ml/l).</p> <p>(Concrete focus with practical lessons)</p> <p>Year 4 – Decimals</p> <p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p>	<p>LO: To begin to show discernment in their use of computing devices and tools for a particular purpose.</p> <p>Children to save their facts about the Mayans in appropriate places on computer system.</p>	To listen carefully to a story in French Watch Goldilocks in French	.	To find out about Hindu symbols Aum, lotus flower	To accurately pass a ball with a hockey stick. Develop passing skills in pairs.	<p>LO: To use clay to recreate Mayan art and artefacts.</p> <p>Children to paint their Mayan art clay pots.</p>  <p>LO: To explore and recreate the Bonampak temple. (Plan Bee)</p>	<p>LO: To recognise how music can reflect different intentions.</p>
3	To explore Mayan writing	LO – to identify main ideas from more than 1 paragraph and summarise these Create a leaflet about	<p>LO: To recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>Year 3 – Measurement, mass and capacity.</p> <p>To measure and compare mass (g/kg).</p> <p>To measure and</p>	<p>LO: To begin to show discernment in their use of computing devices and tools</p>	To repeat words and phrases modelled by the teacher My extended family	To think about feeling surprised and which is preferable - surprises things staying the		To pass the ball while moving. Working in pairs, passing and shooting.		<p>LO: To recognise and explore different combinations of pitch sounds (link to Science).</p>

		Mayan Gods SPAG -review of punctuation -review of determiners a, an -apostrophes		compare capacity (ml/l). (Pictorial focus) Year 4 – Decimals Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places.	for a particular purpose. Children to use their research facts about the Mayans to present them on a poster using Microsoft Publisher. (Over 2 weeks)		same Discussion				
4	To consider similarities and differences between Mayan gods and different religions today (Tw)		LO: Find patterns between the pitch of a sound and features of the object that produced it.	Year 3 – Measurement, mass and capacity. To measure and compare mass (g/kg). To measure and compare capacity (ml/l). (Abstract focus) Year 4 – Decimals Solve simple measure and money problems involving fractions and decimals to two decimal places.	LO: To begin to show discernment in their use of computing devices and tools for a particular purpose.	To practise learned vocabulary Family tree	To explain why it is good to be me I can poster		To tackle correctly and understand how to defend. Explore tackling and defence techniques.	LO: To design a model of a Mayan temple. (Plan Bee)	LO: To recognise and explore different combinations of pitch sounds (link to Science).

5	<p>To find out what Mayan people grew and ate..</p>	<p>To discuss writing similar to what they are planning and learn from its structure, vocabulary and grammar.</p> <p>Write instructions for recipes for Mayan day and the game of Pok a Tok</p> <p>SPAG</p> <p>-commas to separate a list</p> <p>-word families based on common words including review of prefixes and suffixes</p>	<p>LO: To find patterns between volume of a sound and the strength of the vibrations that produced it.</p>	<p>Year 3 – Measurement, mass and capacity.</p> <p>To add mass using g and kg.</p> <p>To subtract mass using g and kg.</p> <p>To add capacity using ml and l.</p> <p>To subtract capacity using ml and l.</p> <p>Year 4 – Geometry (position and direction)</p> <p>☐ Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>☐ Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>☐ Plot specified points and draw sides to complete a given polygon.</p>	<p>LO: To be able to explain their choice in use of computing devices and tools for a particular purpose.</p> <p>Children to present their Mayan posters, explaining their choice of computing devices and tools.</p> <p>(2 weeks)</p>			<p>To know that the cross represents the meaning of Easter</p> <p>Easter story part 1</p>	<p>To learn how to attack in hockey.</p> <p>Explore use of space and attack skills.</p>	<p>LO: To make a model of a Mayan temple using 3D nets.</p> <p>(Over 2 weeks)</p>	<p>LO: To recognise and explore different pitch sounds (link to Science).</p>
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6	To compare the physical geography of Mesoamerica and the UK		<p>LO: To recognise that sounds get fainter as the distance from the source increases.</p>	<p>Geometry – Properties of shapes</p> <p>Year 3</p> <ul style="list-style-type: none"> ☑ Draw 2-D shapes and make 3-D shapes using modelling materials. ☑ Recognise 3-D shapes in different orientations and describe them. ☑ Recognise angles as a property of shape or a description of a turn. <p>Year 4</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <ul style="list-style-type: none"> ☑ Identify acute and obtuse angles and compare and order angles up to two right angles by size. ☑ Identify lines of symmetry in 2-D shapes presented in different orientations. 	<p>LO: To be able to explain their choice in use of computing devices and tools for a particular purpose.</p> <p>Children to present their Mayan posters, explaining their choice of computing devices and tools.</p>	To find similarities and differences in Easter celebrations Easter in France and the UK		To know the story of Easter The story part 2	To play as part of a team in a game. Play 5-minute games in mixed ability teams.	<p>LO: To make a model of a Mayan temple using 3D nets.</p> <p>Children to decorate their 3D temples using their designs.</p>	<p>LO: To explore and select different melodic patterns.</p> <p>Use instruments to recreate and perform ancient Mayan music</p> <p>(2 weeks)</p> <p>Ancient Aztec and Mayan traditional music by Ricardo Lozano featuring Jorge Ramos - YouTube</p>
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7	To find out about the way of life of Modern Mayan people	To	LO: To evaluate what I have learnt about light and sound.	Geometry – Properties of shapes Year 3 Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. ☐ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Year 4 ☐ Identify lines of symmetry in 2-D shapes presented in different orientations. ☐ Complete a simple symmetric figure with respect	LO: To evaluate what I have learnt.	To use French expressions to celebrate Easter Easter cards	To identify aspects of a healthy lifestyle Link to Mayan Day foold		To learn Pok a Tok, a Mayan ball game. Learn and play in teams.	LO: To evaluate our work. Children to evaluate their clay pots and Mayan temples.	LO: To explore and select different melodic patterns. Use instruments to recreate and perform ancient Mayan music (2 weeks)

				to a specific line of symmetry.								
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Outcome of learning – **Mayan Day**

Dress up as Mayans of modern-day Mexicans

Children to showcase their Mayan artwork including their clay pots and Mayan temples.

Taste different Mayan foods.

Play Pok a Tok.

Make Maya spirit companions.

Mayan posters in Computing.

Mayan music performances.

Useful Websites –

French Learning Objectives

LO: listen attentively to spoken language and show understanding by joining in and responding

LO: explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

LO: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

LO: speak in sentences, using familiar vocabulary, phrases and basic language structures

LO: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

LO: present ideas and information orally to a range of audiences*

LO: read carefully and show understanding of words, phrases and simple writing

LO: appreciate stories, songs, poems and rhymes in the language

LO: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

LO: write phrases from memory, and adapt these to create new sentences, to express ideas clearly

LO: describe people, places, things and actions orally* and in writing

Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

LO: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

LO: improvise and compose music for a range of purposes using the inter-related dimensions of music

LO: listen with attention to detail and recall sounds with increasing aural memory

LO: use and understand staff and other musical notations

LO: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

LO: develop an understanding of the history of music.

Key stage 2 - PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

*They should enjoy communicating, collaborating and competing with each other.

*They should develop an understanding of how to improve in different physical activities and sports

* learn how to evaluate and recognise their own success.

Pupils should be taught to:

☑ use running, jumping, throwing and catching in isolation and in combination

☑ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

☑ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

☑ perform dances using a range of movement patterns

☑ take part in outdoor and adventurous activity challenges both individually and within a team

☑ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key stage 2 – Computing

Pupils should be taught to:

- LO: To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- LO: To use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- LO: To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- LO: To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- LO: To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- LO: To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- LO: To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

By the end of primary school:

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle