



Class Dove

Spring Term

The Mayan People

Reading

To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
To use dictionaries to check the meaning of words that they have read.
To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
To identify themes and conventions in a wide range of books.

English Writing

To write for a range of purposes.
To continue to use the appropriate range of punctuation.
To place the possessive apostrophe accurately in words.
To use the first 2 or 3 letters of a word to check its spelling in a dictionary.
To organise paragraphs around a theme.
In narratives, to create settings, characters and plot.
To proofread for spelling and punctuation errors.

Speaking & Listening

To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
To speak audibly and fluently with an increasing command of Standard English.

History

Mayan civilization c. AD 900

(A non-European society that provides contrasts with British history)
To understand and use specific vocabulary (e.g. settlement, invasion, civilization).
To create a timeline showing historical periods and dates.
To appreciate life during the time of the Mayans and the duration of the Mayan society.
To learn about their settlements and everyday life (including sport, temples, belief system and diets)
To appreciate their Number system.
To understand the importance of chocolate (and transport to Europe).
To sharing their understanding in different ways (e.g. speaking, role-play, drawing and writing)

Geography

Name countries, regions, mountains and deserts in North and South America.
Use maps, atlases, globes and digital mapping.
Describe types of settlements and land use, economic activity and distribution in natural resources.
To locate ancient Mayan cities.

Place Value

To recognise three and four digit numbers, giving the value of each digit.
To order numbers.
To recognise and order decimals to two places.
To count backwards through zero.

Maths: Number

Addition, Subtraction, Multiplication and Division

To add, multiply and divide numbers mentally.
To add, subtract, multiply and divide numbers using a formal written method.
Estimate the answer to a calculation and use inverse operations to check answers.
Solve problems, including money and measure.
To recognise and order fractions.
To add fractions with the same denominator.

Shape and Position

To describe shapes and their position after movement.
To find the perimeter and area of a given shape.

Measure

To read and tell the time using both analogue and digital clocks.

Art and Design

To draw for a sustained period of time at an appropriate level.
To use sketchbooks to record visual information
To experiment with different grades of pencil and other implements to create lines and marks.
To experiment with different effects and textures using paint.
Use papier mache to create a simple 3D object
Adapt and improve work

Design and Technology

Let's Play

To design and create a mask for a god.
To cook using maize, the main item of the Mayan diet.

			<p style="text-align: center;">Music</p> <p>We will be looking at music for a purpose this half term, referring to the Mayan's use of music for celebration, and creating a dance for a ritual. We will be concentrating on fitting our moves to the timing of the music and its style. We will also be learning about and listening to music by our two Composers of the Month: Brahms and Stravinsky. During the second half term we will be learning our songs for the Easter celebration and creating some art as we are learning about and listening to music by our next Composer of the Month, Haydn.</p>	<p style="text-align: center;">French</p> <p>Unit 15 – Bon appétit In this unit children will learn to ask for drinks, and food. They extend their knowledge of the perfect tense by saying what others are eating or drinking. They will use the imperative form to place orders. It is intercultural understanding through comparison with Bastille Day. To practise following and creating their own recipes.</p> <p>Unit 16 – Monter un café Children will learn to recognise and respond to sound patterns and words in French. They will learn more about food and drink and how to order these in a café.</p>
<p style="text-align: center;">Science</p> <p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To talk about what happens and make predictions. Studies as listed: Sound Light</p>	<p style="text-align: center;">Computing</p> <p>To talk about 'personal' information and how to be SMART online. To research information using a range of media. To follow straightforward lines of enquiry. To present information using Microsoft Word and PowerPoint. To carry out virtual experiments and explain how changes occur. Record audio files, take photos and edit both sounds and images to create a stop-motion animation. To model potential costs using a spreadsheet (formulae).</p>	<p style="text-align: center;">Personal, Social and Health Education</p> <p>To think about and identify positive aspects about themselves. To know everyone has personal preferences, which should be respected. To reflect on the long-term consequences of decisions.</p>	<p style="text-align: center;">Religious Education</p> <p>JUDAISM: The Torah and its Stories To look at the journey of the Israelites to the Promised Land. To appreciate the importance of The festival of Pesach and the Seder meal</p> <p style="text-align: center;">CHRISTIANITY: Christian rites of passage:</p> <p>To understand the importance of and the ways Christians celebrate birth, baptism, confirmation, and the ways of celebrating weddings and funerals.</p> <p style="text-align: center;">CHRISTIANITY: Events recalled during Holy Week:</p> <p>To list the key events during the final week of Jesus' life. To appreciate their importance to Christians.</p>	<p style="text-align: center;">Physical Education</p> <p>Gymnastics: Moving Around! To demonstrate a range of ways of travelling, both on the floor and on apparatus. To safely demonstrate a range of rolls. To use floor space and apparatus safely and imaginatively. To evaluate following specific criteria.</p> <p>Dance To work in small groups to develop movement. To compose, using a range of new devices in dance. To perform actions of jumping with greater control. To link movements and sections together. Evaluate following specific criteria.</p>