



## Homework

- Power Project 1 - 'Let's go to Mexico!'
- Power Project 2 - Meet the Mayans'

## Trips

Edgbaston Stadium - Cricket

Pizza Express visit

## Enrichment

- Children wear colours of Mexican flag.
- Children prepare and taste Mexican food and learn a Mexican dance.
- Design and make Mayan inspired masks and hats.

# Mexico and the Maya Year 5

## Personal Development

### Spiritual

Children will have a sense of enjoyment and fascination in learning about themselves, others and the Ancient Mayan world.

### Moral

Children will show an interest in investigating, and offering reasoned views about, moral and ethical issues concerning the Ancient Mayans.

### Social

Children will communicate and negotiate with others through their collaborative learning in pairs and small groups.

### Cultural

Children will be willing to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural learning about Mexico and the Mayans.

## Citizenship

### Citizenship:

- To learn about the systems and forms of government in Mexico.

## Rights Respecting Schools

**Article 40** - You have the right to legal help and fair treatment in the justice system that respects your rights.

**Article 41** - If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

## Religious Education

### Easter:

To know that the Easter Vigil is the Church Celebration of the Resurrection of Christ.

To know the structure of the Vigil and will understand the meaning attached to some of the symbols used during the Vigil.

To be able to discuss the importance of Christian belief in eternal life.

### Pentecost:

To know about the transfiguration of the Apostles of Jesus through the gift of the Holy Spirit.

To know that the Holy Spirit is included in the Church's belief in the Holy Trinity.

To be able to discuss some of the qualities of the Holy Spirit.

### The Work of the Apostles:

To have a knowledge of the work of the Apostles after Pentecost.

To understand some reasons why they were so keen to proclaim the Resurrection of Christ to the world.

### Marriage and Holy Orders:

To know that Marriage and Holy Orders are Sacraments of Commitment.

To recall the promises made in Marriage and key tasks of the Archbishop, Priests and deacons.

To be able to explain the meaning of the Body of Christ as a term for roles and responsibilities in the Church.

# Mexico and the Maya Year 5: Links to National Curriculum Framework

## Core Subjects:

### English

#### Traditional Tales From Other Cultures

- To explore a range of literature from different cultures and traditions
- To read and compare different types of narrative texts and identify how they are structured
- To infer author's perspectives from what is written and from what is inferred
- To explore how writers use language for dramatic effect
- To write in different narrative forms and styles
- To explore the impact of character behaviour and motive on others, including the reader

#### Modern Fiction - White Dolphin

- To engage with multi-layered texts
- To infer and deduce meaning from reading between the lines and making connections
- To present ideas and views, sequencing points logically
- To appreciate the way writers create character through actions, behaviour and dialogue
- To understand why characters behave in particular ways and their motives
- To understand that characters can have opposite viewpoints on the same issues
- To undertake independent research on issues raised through reading
- To respond imaginatively and creatively to the themes in a novel

### Mathematics

Geometry - Angles

Geometry - Shapes

Geometry - Position and Direction

Measurement - Converting Units

Number - Prime Numbers

Perimeter and Area

Measurement - volume

### Science

#### Life Cycles

- 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

#### Forces

- Explain unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act that between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

## Foundation Subjects

### History and Geography

#### History

Study a non-European society that provides a contrast with British history (Maya civilization AD 900). Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Understand our knowledge of the past is constructed from a range of sources. Develop a chronologically secure knowledge and understanding of British, local and world history.

#### Geography

Use maps, atlases and globes and digital / computer mapping to locate countries and describe features studied.

Identify the position and significance of latitude, longitude, the Greenwich Meridian and Time zones. Describe and understand key aspects of physical and human geography.

### Art and Design and Design Technology

#### Art and Design:

- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

#### Design and Technology:

Aspect of D&T - Electrical systems  
Focus - More complex switches

### Music, Languages and Physical Education

#### Music:

African drum lessons

#### Languages:

Spanish

#### Physical Education:

- Develop striking and fielding skills including throwing, catching and batting. Playing games by the correct rules and applying tactics to gain an advantage. Skills taught through cricket and rounders
- Develop a range of athletic skills including throwing, jumping and running events. Focus on personal best and working at maximum levels. Preparation for sports day.

### Computing

- We are web developers
- We are bloggers
- We are architects