

History – The Mayans. Investigation question – Why was chocolate so important to Mayan Civilisation?

- Sequencing events and periods through the use of appropriate terms relating to the passing of time (*empire, civilisation, parliament, peasantry...*).

Show their knowledge and understanding of local, national and international history by:

- Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.
- Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.
- Understand the methods of historical enquiry, how evidence is used to make historical claims, and *begin* to discern how and why contrasting arguments and interpretations of the past have been constructed.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.

PE – Gymnastics

- Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end. ▪ Gradually increase their length of sequence. ▪ Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement. ▪ Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction. ▪ Adapt sequences to include a partner. ▪ Make up longer sequences and perform them with fluency and clarity of movement. ▪ Vary direction, levels and pathways to improve the look of a sequence. ▪ Use planned variations and contrasts in actions and speed in their sequences. ▪ Perform actions on the floor then from floor to apparatus.

Art – Painting & Drawing - Drawing chocolate bars.

- Develop a painting from a drawing.
- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
- Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.

Colour

- Mix and match colours to create atmosphere and light effects.
- Be able to identify and work with complementary and contrasting colours.

Lines, Marks, Tone, Form and Texture

- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Experiment with wet media to make different marks, lines, patterns, textures and shapes.
- Explore colour mixing and blending techniques with coloured pencils.
- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style

The Mayan Civilisation and Science Fiction.

Science – Forces

- identify and explain the different forces acting on objects; • explain Newton’s role in discovering gravity; • accurately measure an object’s weight and mass; • explain how to increase the effects of air resistance; • explain Galileo’s ‘Tower of Pisa’ experiment into gravity and air resistance; • identify streamlined shapes; • explain how friction is used in brake pads; • investigate the effects of friction; • explain how different mechanisms work; • design their own mechanism to achieve a given purpose; • identify the variables in an investigation; • make observations and conclusions; • be able to answer questions based on their learning.

English –

Texts Covered in Class Novels: Charlie and the Chocolate Factory – Roald Dahl.

Texts Covered in English Units: Stanley in Space by Jeff Brown & Space Pirates and Other Sci-fi Stories by Tony Bradman.

Genres Covered: Science Fiction Stories, Information Booklets, Poems with a structure

Music – Livin on a Prayer.

- Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
- Play tuned and untuned instruments with control and rhythmic accuracy.
- Practise, rehearse and present performances with an awareness of the audience.

RE – Christianity – The Church

How do people decide what to believe?

- Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers
- Explain the impact of beliefs and values – including reasons for diversity
- Explain differing forms of expression and why these might be used
- Describe diversity of religious practices and lifestyle within the religious tradition
- Interpret the deeper meaning of symbolism – contained in stories, images and actions
- Explain (with appropriate examples) where people might seek wisdom and guidance
- Consider the role of rules and guidance in uniting communities
- Discuss and debate the sources of guidance available to them
- Consider the value of differing sources of guidance

Maths –

Place Value Counting and Negative Numbers

Addition and Subtraction

Mental and Written Multiplication

Measures (Length, Mass and Capacity)

Geometry (Reflection and Translation)

Geometry (Angles)