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| **English**  **Narrative writing**  **To write a story which contains dialogue**  Can I use the show not tell technique to show how a character is feeling?  Can I correctly punctuate dialogue to advance the action?  Can I select appropriate vocabulary to create atmosphere in a piece of writing?  **Explanation text**  **To write an explanation text about the Human Digestion system**  Can I use organizational features to structure the text and guide the reader?  Can I select vocabulary to write in a formal tone?  Can I use sentence structures that match the tone of the text?  **Instructional writing**  **To write instructions for how to play a Mayan ball game.**  Can I use organizational features to structure the text and guide the reader?  Can I use sentence structures that match the tone of the text?  Can I use multi-clause sentences to provide clear details? | **Art and Design/Design and Technology**  Children will use appropriate tools and equipment, weighing and measuring with scales, to produce a Mexican inspired feast.  Children will create abstract forms choosing appropriate materials and tools demonstrating the awareness and influence of a specific art genre through creating a 3D ‘Day of the Dead’ skull. | **Music**  Children will listen to a range of Mexican music and consider why it is so important to Mexican people. They will describe what makes traditional Mexican music different to British. They will also choose a favourite piece of music and describe the emotions it provokes.  Children will perform in an ensemble singing in their end of year performance. | **Maths**  **Children will create their own Theme Park.**  Children will work in groups which will strengthen their ability to work collaboratively in a team. They will also draw upon a range of mathematical, along with literacy, skills which they have learnt throughout the year and apply these to real life problems. In order to be successful they will have to make well thought-out decisions and choices as well as develop their problem-solving and creative thinking skills. The children will also have fun!! |
| **PSHE**  In the Growing and Changing unit, children will understand the importance of respect in relation to themselves and others. They will learn to understand the changes that they will go through both physically and emotionally. The children will also understand that it is unacceptable to misuse words to put someone else down as well as the implications of technology and their personal safety. | **SMSC/BV**  Children will be working collaboratively throughout a variety of tasks this half term which will develop a range of social skills. They will also learn about another culture, The Mayans and Mexican, and appreciate a culture which is different to theirs. |
| **Term: Summer 2**  **Connected curriculum aspect: Hola Mexico!**  **The Big Question: Who were the Ancient Maya?** | |
| **PE**  Learn the Mexican Hat Dance- El Jarabe Tapatio  Cricket Unit will develop their ability to throw, using a range of objects, over increasing height and distance with greater accuracy. | **Computing**  Children will use search technologies effectively combined with a variety of software, including Purple Mash, to present information on the Maya culture and their history. |
| **Science**  Children will learn about light, how we see, shadows, reflection and refraction. They will learn how light travels and how it enables us to see objects. They will work scientifically and collaboratively to investigate refraction, carrying out experiments into the effects of bending light. |
| **History/ Geography**  Children will build upon their knowledge of the Mayan civilization through looking at a range of resources, including artefacts, and forming their own ideas of how the Mayans lived their daily lives. Children will then build upon this knowledge by researching a specific aspect of Mayan life and producing an information text using tasks on Purple Mash.  Children to write a postcard, using Purple Mash, about their visit to Chichen Itza to see the famous El Castillo pyramid focusing on where in the world it is, what the land is like there, how did they travel there, how long did it take and what the weather was like. | |
| **MFL- Spainish**  Children will recognise some basic Spanish greetings. They will recognise the numbers 1-10 as well as learn to respond to some simple classroom instructions. Children will be able to respond to some simple questions when prompted with visual cues. They will also recognise basic family vocabulary. |