

How did the achievements of the ancient Maya impact their society and beyond?

Year 4/5

<p>PE</p> <p>Dance</p> <ul style="list-style-type: none"> To know how to develop and perform a dance phrase To know how to create and perform in a duet 	<p>Science</p> <p>Sound</p> <ul style="list-style-type: none"> Know how sounds are made, associating some of them with something vibrating. Know that vibrations from sounds travel through a medium to the ear Find patterns between the pitch/volume of a sound and features of the object that produced it. Know that sounds get fainter as the distance from the sound source increases. 	<p>History</p> <ul style="list-style-type: none"> To know that the Maya believed in and worshipped a number of different gods. To know that the Maya believed in the Upperworld and the Underworld To know that the Maya civilisation came into being in Central America in 2000BC To know that the Maya moved to Guatemala in AD900 To know that the Maya writing system, used to write several different Maya languages, was made up of over 800 symbols called glyphs. To know that the Maya developed a complex number and counting system that was advanced for their time, including the concept of zero. To know that maize and cacao beans were some of the important foods to the Maya To know and name some of the Maya architecture, including: Tikal, Chichén Itzá, Lagunita and Tamchén To know about the clothing the Maya wore and why the patterns were important To know some of the Maya innovations, including: cisterns, canals, blowpipes, fishing lines, snares, looms, medicines and currency 	<p>P.S.H.E.</p> <p>Celebrating difference</p> <ul style="list-style-type: none"> To know what influences me to make assumptions based on how people look To know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure To know how to identify what is special about me and value the ways in which I am unique 	
<p>Key Vocab:</p> <p>perform, dance, paired, construct, compose, evaluate</p>	<p>Key Vocab:</p> <p>vibration, volume, amplitude, wave, particles, high pitch, low pitch, transmit, absorb, soundproof</p>	<p>Key Vocab:</p> <p>Civilisation, drought, ritual, jaguar, scribes, codices, maize, cacao beans, logogram, Underworld, Upperworld, offerings, sacrifice</p>	<p>Key Vocab:</p> <p>Character, assumption, judgement, surprised, different, appearance, accept, assumption, influence, opinion, attitude, compassion</p>	
<p>Art</p> <p>Architecture</p> <ul style="list-style-type: none"> To know that shapes can be used to place the key elements in a composition To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing To know how to develop drawings further to use as a design for print. To know how to design a building that fits a specific brief. To know how to draw from different views, such as a front or side elevation. To know how artists are influenced by what is going on around them; for example, culture, politics and technology To know how artists become well-known or famous, and people tend to talk more about their work because it is familiar. 	<p>Computing</p> <p>Programming 1 - Music making</p> <ul style="list-style-type: none"> To know that Scratch is a coding application with music elements. To know the effects of different code blocks and explain discoveries from tinkering. To know how to code a soundtrack using sound blocks, loops and nested loops to enhance a scene. To know how to use loops to simplify a program and understand that nested loops can repeat a rhythm or pattern. To know how to decompose a program into smaller parts and remix existing code in new projects. 	<p>Music</p> <p>Singing</p> <ul style="list-style-type: none"> To know the difference between pulse and rhythm To know how pulse, rhythm and pitch work together to create a song. To know how to identify the structure of a piece, the voices and the instruments. To know how to improvise a piece of music To know how to compare songs in the same style To know how to talk about music and how it makes me feel To know how to in unison with others To know how to perform successfully 	<p>R.E.</p> <p>What is it like for a Christian to follow God?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> To know links between the story of Noah and the idea of covenant <p>To know the impact:</p> <ul style="list-style-type: none"> To know simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <p>Make connections:</p> <ul style="list-style-type: none"> To know links between the story of Noah and how we live in school and the wider world. 	<p>MFL</p> <p>Ma famille</p> <ul style="list-style-type: none"> To know the nouns and articles/ determiners for family members in French. To know how to use the possessive adjective 'my' in French. To know how to answer the question 'As-tu des frères et sœurs ?' To know how to introduce family members in French, using 'il/elle s'appelle' To know how to use larger numbers in French to be able to describe the age of family members.
<p>Key Vocab:</p> <p>Abstract, annotate, architect, bird's-eye view, built environment, commemorate, composition, crop, design brief, elevation, evaluate, external, form, futuristic, individuality, interpret, legacy, literal, monoprint, monument, observational drawing, organic, perspective, pressure, proportion, style, symbolism, viewfinder</p>	<p>Key Vocab:</p> <p>Adapt, code, debug, decompose, loop, music, output, pitch, program, repeat, rhythm, Scratch, soundtrack, tempo, timbre, tinker</p>	<p>Key Vocab:</p> <p>dynamics, verse, chorus, texture, tempo, rhythm, pitch, pulse, timbre, notation, structure</p>	<p>Key Vocab:</p> <p>Old testament, people of God, covenant, Abraham, Noah, rainbow</p>	