

Project Coverage Overview

Autumn 1 - History Focus



Year 5/6 Project: Mayans – What did the Mayans believe and when did they live?

Our project for the first half term includes science, the foundation subjects excluding geography and DT (covered next half term) and opportunities to apply skills as readers, writers and mathematicians across other lessons.

Details of end of year expectations for core areas are included in your child's planner.

As writers we will ...	As artists we will ...	As historians we will ...	As musicians we will ...	In RE we will ...
<ul style="list-style-type: none"> retell the Mayan creation story and compare it to other versions that we know write in the role of a Mayan explorer recall, select and organise historical information 	<ul style="list-style-type: none"> explore the techniques of printing and painting explore the patterns created by the Mayan civilisation use our sketch books to replicate, through drawing, Mayan patterns create our own Mayan inspired patterns use paint and printing techniques to replicate our Mayan inspired patterns 	<ul style="list-style-type: none"> identify when and where the Maya civilisation lived sequence key events on a timeline identify where the Maya civilisation lived (modern day countries) use a range of sources to find out about the Mayan civilisation use the internet for research purposes understand how important the Gods were to the Mayans 	<ul style="list-style-type: none"> listen and appraise the song 'Happy'. learn and/or build on knowledge and understanding about the dimensions of music. practice and perform the song collaboratively. 	<ul style="list-style-type: none"> find out about our local Muslim community know where the nearest place of worship for Muslims understand what is it like to worship in The Durham University Islamic Mosque recognise what happens in a mosque school/madrasah? know how The Durham University Islamic Mosque helps the local community
As readers we will ...	As Linguists we will ...			
<ul style="list-style-type: none"> read the Mayan creation story read about Mayans gods and Mayan beliefs 	<ul style="list-style-type: none"> listen to well-known songs in French (The wheels on the bus) answer questions using French vocabulary related to a school trip use 'mon', 'ma' and 'mes' say what we like and do not like about the countryside 			
As mathematicians we will ...	As programmers in Computing we will ...	As scientists we will ...	As young people we will ...	In PE we will ...
<ul style="list-style-type: none"> use timelines to place when the Mayan civilisation lived place the Mayan civilisation with other periods of time and events that we have learned about read, understand and compare dates and times 	<ul style="list-style-type: none"> explain how many free apps or services may read and share my private information log on to a laptop, access our email account and save work online create appropriate animations for a story scene. 	<ul style="list-style-type: none"> look at the function of the heart, human circulatory system, blood vessels and blood Understand the impact of diet, exercise, drugs and lifestyle on the way out bodies function describe the ways in which nutrients and water are transported within animals, including humans. 	<ul style="list-style-type: none"> face new challenges positively and know how to set personal goals understand our rights and responsibilities as a citizen of this country and as a member of this school. empathise with people in this country whose lives are different to my own make choices about our own behaviour and understand how rewards and consequences feel. understand that our actions affect ourselves and others understand how an individual's behaviour can impact upon a group. 	<ul style="list-style-type: none"> participate in activities to improve our health and fitness perform and recognise exercises which move bones and joints, pulse raising activities which increase gradually in intensity, stretches for the whole body and for parts of the body. demonstrate control and correct technique in different activities. recognise when we are performing well or what we need to do to improve our performance monitor changes to our breathing and temperature when they are active. (Tag Rugby) <ul style="list-style-type: none"> evade and tag opponents

			<ul style="list-style-type: none">• contribute to a group and understand how we can function best as a whole.	<ul style="list-style-type: none">• pass and receive a rugby ball at speed, in a game situation• refine our defending and attacking skills• develop tactics as a team• Apply learned skills to the game of tag rugby
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