

**Term 6 – 2024 MP2 – Maya**

	<b>Wk 1: 03.06.24</b>	<b>Wk 2: 10.06.24</b>	<b>Wk3: 17.06.24</b>	<b>Wk 4: 24.06.24</b>	<b>Wk 5: 01.07.24</b>	<b>Wk 6: 08.07.24</b>	<b>Wk 7: 15.07.24</b>
<b>National Curriculum</b>						<i>Investigate and analyse a range of existing products</i> <i>Use research and develop design criteria to inform the design</i> <i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>Generate, develop, model and communicate their ideas</i> <b>Investigate foods</b>	

TOPIC	Art 1: Looking at and analysing Mayan Clothes/Patterns	Art 2: Designing Mayan inspired patterns and choosing favourite	Art 3: Make a printing block (polystyrene/paper)	Art 4: Print our patterns onto paper and fabric	Art 5: Evaluate our designs	History 5: NC objective - construct informed responses that involve thoughtful selection and organisation of relevant historic information Chichen Itza - leaflet creation RWy	DT - Investigate the nutritional value of different foods
	ENTRY POINT: Tortillas	History 2: NC objective - address historically valid questions about change, cause, similarity Comparing Mayan Gods with today and Ancient Egypt (importance of chocolate)	History 3: NC objective - note connections, contrasts and trends over time. Mayan number system, link to Romans and ours (PD)	History 4: NC objective - note connections, contrasts and trends over time. (Tortillas) To find out what the Mayan people grew and ate, compare to us/other civilisations. (JW)	DT - Investigate different food types from South America - Focus o Chilli	History 1b: NC objective - understand how our knowledge of the past is constructed from a range of sources Look at artefacts/photos from Frederic Catherwood - What can the children surmise based on artefacts? Review - can the children now say what is in the artefacts/sources? (JW)	DT - Design a savoury dish
	Explain the Theme through NC Objective - develop chronology and understanding of world history Timeline of Mayans related to known historical events Front cover (geographical location?) PD						DT - assess food against a criteria and say how it could be improved
	History 1a: NC objective - understand how our knowledge of the past is constructed from a range of sources Look at artefacts/photos from Frederic Catherwood - What can the children surmise based on artefacts/sources? (JW)						
English	Play scripts: Charlie and the Chocolate Factory, learn, write, perform		Annual assessment	Stories in an Imaginary World Persuasive writing (In DT)		Making adverts and posters	
SPAG Y4	Use of colons and brackets in plays	Direct speech	SPAG test	Using determiners	Use of subordinate clauses	New and persuasive vocabulary	Details to persuade
Maths Y4	Shape - step 1-5	Shape - Step 6-8 Statistic - Step 1+2	Annual assessment	Statistics	Geometry		

<b>RE Y4</b>	The disciples before Pentecost	The story of Pentecost	Artworks of Pentecost	The Holy Spirit	What Christians believe about KofG	Before and After Pentecost	What if..... No Pentecost?
<b>PSHRE Y4</b>	N/A	WALT Understand how quickly information can spread on the internet	WALT Develop an understanding of privacy and the difference between secrets and surprises	WALT Understand that not all information on search engines is valuable	WALT Recognise that change is part of growing up	WALT Recognise the physical differences between children and adults	WALT Understand the risks of smoking
<b>DT</b> <i>Extra English</i>	Chocolate wrappers and questionnaire	Colour analysis and colour wheel Name	Design own bar Slogan Language to describe bar Ingredients	Design a new bar with group and agree ingredients	Advertising Create script	Make the bars of chocolate	Film advert