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| **History**  Article 17: Every child has the right to reliable information.  **As historians we will Explore the Mayans**  Who were the Mayans?  When did they live?  Where did they live?  What did they look like?  Why did they disappear?   * Write a historical diary entry—’day in the life of…’ * Write their own version of a myth or legend. * Write a newspaper article on Mayan sacrifice. * Write a travel guide for visiting Mexico. | **Science**  Article 29: education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child’s respect for the environment.  **As scientists we will…**  Be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird from the Mexican jungle.  Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response. Relating our science to the ways in which the Mayans used materials to build with. | | | | **Geography**  **Article 1:** Everyone under the age of 18 has rights (Children should learn that all children everywhere have the same rights).  **Article 7:** Every child has the right to a nationality.  **Article 29:** education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child’s respect for the environment.   * **As geographers we will explore Mexico today.** * Map Skills – Locating cities and countries of the world. * Map Skills - Identify lines of latitude and longitude. * Compare the UK and Mexico: settlements and land-use. |
| **Literacy – Class Novel:**  **As readers we will… read “Jack Stalwart Secret Agent: The Quest for Aztec Gold.”** | | | |
| **Narrative Influences** | **Non-Fiction** | **Poetry** | **Communication** |
| **As writers we will…**  Write a dialogue between two characters from the Jack Stalwart text.  Write a section of a script. | **As writers we will…**  Write recipes from our Mexican Day.  Research and Plan a compare and contrast report between Mexico and England. | **As writers we will…**  Write a class performance poem based on a carnival. | **As speakers we will…**  Debate whether the Mexican jungle and its species should be protected.  Is De-forestation harming their habitats? |

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| **French**  **As learners of French we will sing and speak about…**   * **Our families** * **Our bodies** * **Telling the time.** | **Around The World In Eighty Days…Mexico and The Myans** | | | | **Computing**  Article 17: Governments must help protect children from materials that could harm them (E Safety)  Article 16: Every child has the right to privacy. The law should protect the child’s private life.  Article 36: Governments must protect children from all forms of bad treatment.  As computing scientists we will…   * Use It to research and find out about Mexico and The Myans. * Create a film about our Mexican Day. * Create a poster about our Mexican Day. |
| **Super Start:**  To launch this theme, children to come into school dressed in the colours of the Mexican flag – green, white and red. Children could also be encouraged to wear ponchos, sombreros etc… Children to watch one of the short films from [www.visitmexico.com/](http://www.visitmexico.com/) to introduce the country and culture of Mexico.  **Independent /Group Activities:**  During the day children to prepare, make and taste Mexican food – for example tortillas, salsa etc.  During the day children to make Mexican flags which could be used for display and or to decorate the classroom.  During the day children to listen to Mexican music and learn a dance – salsa or mamba. | **Local Link:**  **World Environment Day**  **Wednesday 5th June**  Organise Simon Airey visit to school: exotic creatures.  Children debate the need for these creatures and should we protect their environment? | | **Fab Finish:**  **Come and Share Afternoon**  Invite parents and carers into school for a celebration event:  “Our Mexican, Mayan Museum.”  Year 5… present ‘Our learning on Mexico and the Mayans’ |
| **Art**  Article 29: Education must develop every child’s personality, talents and abilities to the full.  **As artists we will**   * **Research and find out about Mexican art.** * **Make observational drawings using 4B pencils.** * **Mix, match and shade paint in the style of Van Gogh.** * **Create a “Sunflower” sculpture.** * **Research, design and make our own Alebrijes.** | **Maths**  **As mathematicians we will…**  **Number**  Study Fractions, decimals and percentages.  **Geometry**  Study position and direction  **Measures**  Study converting units of measure  Study volume   |  | | --- | |  | | | **D&T**  **Textiles**  Article 24: All children have the right to good health. Governments must work to provide clean water and nutritious food so that children can stay healthy.  Article 27: Every child has the right to a standard of living that is good enough to meet their physical needs. Governments must help families that cannot afford this.  **As design technologists we will** Design and make Mayan inspired masks and hats.  We will have a fashion show of Mayan designs in front of our invited audience at our Mexican and Mayan Museum. | | **PE**  Article 6: every child has the right to life. Governments must do all they can to make sure children survive.  Article 23: A child with a disability has the right to live a full decent life and play an active part in the community. Governments must do all they can to provide support for disabled children.  Article 24: every child has the right to good health.  **As athletes we will practice running and field events.**  **As team players we will practice skills for cricket, rounders and netwall games.**  **Sporting Events:**  **KS2 Sport’s Day**  **Schools Games Day**  **Area Sport’s Evening** |
| **RE**  Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.  Article 20: If a child cannot be looked after by their family, governments must make sure they are looked after properly by people who respect the child’s religion, culture and language.  Article 30; Every child has the right to learn and use language, customs and religion of their family, regardless of whether these are shared by the majority of people in the country where they live.  **For spiritual and moral development we will learn about…**   * Sacred Places * Places of Pilgrimage * Religious Leaders | | **PSHE**  **As members of the community we will learn about…**   * **“Keeping Safe,” especially how we should say “NO!”** * **Relationships and Growing up.** | |
| **Music**  **As musicians we will…**   * Sing in rounds * Audition, learn, sing and perform our end of term play, “Alice In Wonderland.” |

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