

Year 3 Curriculum Term 5

Topic Title: Mayans: The Rise and Fall

English

This term we will be reading 'Charlotte's Web' by E.B White. One spring morning, a little girl called Fern rescues a runt and names him Wilbur. But then, Wilbur is sent to live on a farm where he meets Charlotte, a beautiful, large grey spider. They become best friends and, when Wilbur is faced with the usual fate of nice, fat little pigs, Charlotte must find a clever way to save him.

Our Learning Journey:

Diaries and viewpoints – Children will be given the opportunity to write diary entries and letters from different viewpoints. We will focus on using emotive language and vocabulary that shows a character's reaction and opinions within our writing.

Character descriptions – We will be writing character descriptions about our characters from Charlotte's Web. We will be using a range of adjectives to describe characters and then develop this skill by using expanded noun phrases. We will move on to using verbs and adverbs to describe characters actions.

Setting descriptions – Children will write a range of different setting descriptions, the focus mainly being on descriptive word choices using the senses. They will use adjectives to describe nouns (noun phrases and expanded noun phrases) and include verb and adverb choices. They also will use simple, compound and complex sentences using conjunctions.

Non-Chronological Reports – Children will create non-chronological reports about spiders, focussing on organising their writing into paragraphs using subheadings. They will focus on using technical language within their writing to inform the reader and a range of sentence structures, such as compound, simple and complex sentences. Children will also use exclamations, questions and statements in their writing.

Maths

Number and place value

- To identify, represent and estimate numbers up to 1000 in numerals and words.
- To recognise the place value of different measures.
- To use dimes and coins to understand place value.

Addition and subtraction

- To add using place value counters
- To develop and recognise patterns in addition
- To estimate the answer to a calculation
- To solve word problems
- To count back to find the difference
- To estimate the answer to a calculation
- To use inverse operations to check answers
- To subtract one set using the bar model
- To subtract comparing two sets using the bar model

Multiplication and division

- To understand measuring and scaling problems
- To solve problems where items are shared equally
- To solve problems where items are shared using knowledge of fractions
- To know whether to round up or down depending on context

Fractions, decimals and percentages

- To add fractions with the same denominator
- To subtract fractions with the same denominator
- To solve word problems involving fractions

Time

- To calculate durations of time
- To convert between units of time

R.E.

What is the Bible and why is it important to Christians?

We will be learning about:

- How the bible is important for Christians and how they use it
- What makes a book special for different people

PSHE

Be here, Be you, Belong

Our PSHE project is 'Be Here, Be You, Belong' with the theme of acceptance.

We will be learning about valuing ourselves and our own identities and those around us by using the book 'Can I Join Your Club?'. We will then learn about

<ul style="list-style-type: none"> - How different writing shows different aspects of God - About the Old and New Testament 	<p>safe relationships before moving on to further learning on our own emotions and how to regulate successfully to build our resilience. There will be a whole school celebration of this learning on Friday 24th May on the field at 2:15 – our Be Here, Be You, Belong Parade that parents are warmly invited to attend.</p>
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<p>Art: In Art in Term 5, we will be focusing on painting. We will be learning how to:</p> <ul style="list-style-type: none"> - To be able to mix tertiary colours - To know how different colours affect our mood/feelings - To be able to compare/contrast two painting with separate moods - To be able to experiment with the styles used by other artists. - To be able to explain some of the features of art from historical periods. 	<p>Music This term we will be using xylophones to further our learning on pitch patterns. We will focus on octaves and using xylophones for tune and accompaniment.</p>
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<p>French: In French this term we will be learning about animals. We will learn how to translate the names of household pets, farm animals and zoo animals through songs, stories and repetition, with lots of opportunities to practise our pronunciation. We will then move on to learn how to describe animals using adjectives for colour.</p>	<p>P.E. Throughout Term 5, we will be looking at outdoor adventure activities. We will be using teamwork skills to solve problems, learn to build up trust with a partner, learn to encourage and create our own problems for others to solve.</p>
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Thematic Curriculum

Topic Title:	Mayans: The Rise and Fall	
Big Question:	What does it mean to be successful? (Perspective)	
Blurb overview:	<p>In this unit, the children will consider the fall of the Mayans. They will be historical enquirers by studying a range of sources to understand the reasons why they began to decline. They will then learn about the Spanish conquest of the Mayan people, analysing sources to decide on their reliability. The children will also debate the big question: What does it mean to be successful and conclude whether the Mayans were successful or not. For the children to have a full understanding of the Mayans, they will also be geographers to locate South America and make comparisons to where they live. They will locate countries within South America and understand what tropical regions are. They will then move on to studying the land of Mexico today and in the past before moving on to an introduction to the Mayan people: Who were they and when did they live? The children will use their knowledge of Mexico to learn how the Mayans farmed and how this helped them to become an advanced society.</p>	
Celebration of Learning	Creating a Mayan Museum – Parents to come and visit	
Text Links	Middle world by Jaguar Stones	
Oracy End Point:	<p>Mayan Presentation: Groups of children to learn about a specific aspect of Mayan life and present to the class about this.</p>	<p>Physical: Consider position and posture when addressing an audience. Cognitive: Offer opinions that aren't their own e.g. taking on a specific role in group work. Social and Emotional: Speak with confidence in front of an audience</p>

History	
Substantive Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"> • To know key facts about the Mayan Civilisation • To identify periods of rapid change in history in contrast • To know the important aspects of Mayan beliefs • To know about the Mayan number system • To know about the Mayan writing system • To identify the purpose of the Mayan calendar • To know that the Mayans were invaded by Spanish explorers 	<ul style="list-style-type: none"> • To know a wide range of sources to find out about the past. • To know how to use a wide range of sources to find out about the past. E.g. printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits. • To know how to use sources to find out about the everyday lives of people and changes to these. • Know that some sources are more helpful than others when learning about the past. • To know that there are different accounts of history. • To know how to look at two versions of the same event and identify differences in the accounts. • To know that there is a difference between fact and opinion
Geography	
Substantive Knowledge	Disciplinary Knowledge
<p>To know what is meant by the term ‘tropics’</p> <p>To identify the equator, Southern and Northern hemispheres</p> <p>To know how to name four countries from the southern hemisphere</p> <p>To label a map to show where the ancient Mayans lived</p> <p>To identify some Mayan cities</p>	<ul style="list-style-type: none"> • To know how to use a range of maps to describe the features of a particular location. • To know how to describe the key aspects of human geography, including settlement and land use
Computing	
Substantive Knowledge	Disciplinary Knowledge
	<p>Children will use scratch junior or understand how inputs lead to outputs. Children are to be able to code using Scratch Jr to understand how to move the sprites, understand what each separate part of a code enables a sprite to do including dialogue, movement and sound)</p> <ul style="list-style-type: none"> • To know what to do if they see something on a digital monitor that they do not like (on iPads and on Computers) and why this is important. • To know that some social media sites have age restrictions and that they might need support in checking their age appropriateness. • To know that identities can be hidden on the internet and understand the repercussions of this with support. • To know what the difference between hardware and software • To know what inputs and outputs are with support. • To know how a computer network can be used to share information

To know the difference between coding and algorithms.

Cultural Capital

Learning about an ancient civilisation and what life was like there; including food, art and architecture.

Weekly Overview

Week 1	<p>Lesson 1 (PSHE) – We will be focusing on ‘Be here, Be you, Belong’. We are going to read the story ‘Can I join your club’ and then create clubs based on our likes and beliefs. We will explore how we all have similarities and differences but we all belong to ‘Club Chilton’. We will be focusing on how to talk about our differences in a kind, open manner (oracy). https://www.youtube.com/watch?v=BtOM1vWraNg - Can I join your club by John Kelly</p> <p>Lesson 2 – Geography - To begin this lesson, we will introduce the big question of ‘what does it mean to be successful?’ - We will talk about how a person or society becomes successful and link this back to how we can be successful. We will then use a range of maps to describe the features of South America. What is it like there? Compare South America’s location to Great Britain – what is the difference? We will name countries that are within the continent and identify the equator and tropic zones – what is it like there? Can we use maps to prove this (study the areas – rainforests, city positions, coastal regions)?</p> <p>To know how to name four countries from the southern hemisphere</p> <p>To know what is meant by the term ‘tropics’</p> <p>To identify the equator, Southern and Northern hemispheres</p> <p>Lesson 3 - What is Mexico like today? We will then compare this to how Mexico has changed, if at all, over time by studying a range of maps. We will be learning about the Mayan civilisation who lived many years ago. Where did they live?</p> <p>To know how to use a range of maps to describe the features of a particular location</p> <p>To label a map to show where the ancient Mayans lived</p> <p>To identify some Mayan cities</p>
Week 2	<p>Lesson 1 (PSHE) – This week will be creating an animal based on ourselves. We will then design compliments for ourselves and others!</p> <p>Lesson 2 History – During this lesson, we will become historians: we will learn when the Mayan people lived and compare that to other civilisations that they have heard of. By using a timeline, we will contrast the Mayan society to that of previously learned peoples (Revolutionary Romans; The Great Fire of London). As well as this, we will learn what was going on in Britain at the time (the Bronze Age). The Mayans lived around 2000BC – 1697 AD; we will study how they lived, understanding their way of farming by using the land in a positive way. Why could chillis and tomatoes be grown here? Why did the Mayans use raised fields, terraced farming and shifted cultivation.</p> <p>To identify periods of rapid change in history in contrast</p> <p>To know how to use sources to find out about the everyday lives of people and changes to these.</p> <p>To know a wide range of sources to find out about the past.</p> <p>To know how to describe the key aspects of human geography, including settlement and land use</p> <p>Lesson 3 History- Explain that the Mayan gods were very important to the people so big temples were built to worship them. They had leaders who could talk directly to the many different gods, each representing a different aspect of everyday life. The Mayans believed that it was a great honour to be sacrificed to show their devotion to the gods and this would take them to the top of the afterlife level of heaven. The Mayans believed the Earth had the form of a giant turtle that floated on an endless ocean and that the sky was held up by four mighty gods called Bacabs. The cosmos was important to them as it formed the 13 levels of heaven.</p> <p>To know key facts about the Mayan Civilisation</p> <p>To know the important aspects of Mayan beliefs</p>

	To know how to use a wide range of sources to find out about the past.
Week 3	<p>Lesson 1 (PSHE) – We will be choosing a song as a class that represents being loved, loving yourself and expressing our individuality. We will then create an artistic piece to show this (dance, drama, art).</p> <p>Lesson 2 History - We will learn that the Mayan people were great mathematicians. They may have invented the idea of zero. Mayan people were able to do complex calculations, which allowed them to create very detailed and accurate calendars. They understood weather patterns and seasons. They used these calendars for farming. The Mayan calendar was based on a very complicated mathematical system that brought together ways of counting time from astronomy and religion. We will try to solve problems using the Mayan number system.</p> <p>To know key facts about the Mayan Civilisation To know about the Mayan number system To know a wide range of sources to find out about the past.</p> <p>Lesson 3 History- The Mayans recorded their writing in a form of symbols called hieroglyphics. Each symbol (or 'glyph') was able to represent particular words, ideas or sounds. Sentences and even whole stories could be formed by placing several glyphs together. In this way, we can learn about the Mayans due to the writing that is left.</p> <p>To know key facts about the Mayan Civilisation To know about the Mayan writing system To know a wide range of sources to find out about the past.</p>
Week 4	<p>(bank holiday Monday)</p> <p>Lesson 1 (PSHE) – The children will be talking about the things we need to feel safe and what other people need from us to feel safe. We will go on to learn about what a safe relationship is.</p> <p>Lesson 2 History - Over time, the Mayans moved North as conditions changed. We will study a range of sources to understand the reasons why: over-farming, climate change, disease and fighting.</p> <p>To identify periods of rapid change in history in contrast To know how to use a wide range of sources to find out about the past. E.g. printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits. To know how to use sources to find out about the everyday lives of people and changes to these.</p> <p>Lesson 3 History- The children will learn that in the 16th Century, Spanish invaders (conquistadores) destroyed Mayan cities and people. We will study different sources to find out why the Spanish invaded and why the Mayans were killed. Why did the Spanish invaders also try so hard to remove all traces of Maya culture over the following centuries? Which sources give the best depiction of what happened? Why can we trust some of these sources but not others?</p> <p>To identify periods of rapid change in history in contrast To know that the Mayans were invaded by Spanish explorers To know that there is a difference between fact and opinion To know that some sources are more helpful than others when learning about the past. To know that there are different accounts of history. To know how to look at two versions of the same event and identify differences in the accounts.</p>
Week 5	Lesson 1 (PSHE) – In our final lesson, we will be talking about the zones of regulation and how to name more complex emotions such as frustration or anxiety. We will be teaching the children how to respond to others with empathy and compassion.

	<p>Lesson 2 Computing - Internet safety. In this lesson, we will be learning how to deal with seeing something we are not happy or comfortable with on a monitor, to know about social media sites age restrictions and how to check age appropriateness and to know that identities can be hidden on the internet. We will be discussing the repercussions of these things and making a leaflet on how to deal with each of these issues.</p> <p>Lesson 3- Computing - We will be learning about the differences between hardware and software and begin to learn about inputs and outputs. We will be using Scratch Jr to understand how inputs lead to outputs. Children will begin to code their sprite using simple instructions to cause outputs.</p>
Week 6	<p>Lesson 1 Computing – We will learn the difference between coding and algorithms by using Scratch Jr to begin with simple code and then building to an algorithm. We will finish our learning by talking about how a computer network can be used to share information.</p> <p>Lesson 2 Computing - We will consider whether the Mayans were successful (Big Question). Using retrieval practice, we will revise their achievements as well as their decline. We will include their successful farming techniques using their advanced understanding of the cosmos, weather patterns, seasons and numbers. We will then work in small groups to make a poster and present the poster to the rest of the class – focusing on their presentation skills (oracy).</p> <p>Adaptive Quiz</p> <p>To know that there are different accounts of history.</p> <p>To know how to look at two versions of the same event and identify differences in the accounts.</p> <p>Lesson 3- RE day: Throughout the day we will be exploring why the bible is important to Christians and what its purpose is during times of worship. We will be talking about our own special books and linking the importance of the bible to this.</p>