

Year 3 Curriculum Term 5

Topic Title: Mayans: The Rise and Fall

<p>English</p> <p>This term we will be reading ‘Charlotte’s Web’ by E.B White. Over the course of the term, we will read the chapters to inspire our writing as well as using our reciprocal reading, drama skills and comprehension skills to development our understanding of the story.</p> <p>Our Learning Journey:</p> <p>A Non-Chronological Report – As an introduction to the year 3 book, Charlotte’s Web, we will write a non-chronological report about spiders. The learning journey will include using report features to organise our writing, using technical language to inform the reader and using a range of sentence types (statements, questions and exclamations)</p> <p>Diaries and Viewpoints – We will be writing 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.</p> <p>Short Narratives - We will be writing short narratives that include character and setting descriptions. We will be learning how to choose vocabulary for effect and how to build this language into different sentence types. We will be learning how to link our ideas and how to use paragraphs to organise it.</p> <p>Reading for Pleasure – weekly sessions. These sessions are designed and planned to promote a positive attitude towards reading, to increase confidence in reading and to support the children with a life-long love of reading.</p>	<p>Maths</p> <p>Number and place value</p> <p>Read and write numbers up to 1000 in numerals and words (NC)</p> <p>Identify, represent and estimate numbers up to 1000 in numerals and words</p> <p>Addition</p> <p>To develop and recognise patterns in addition</p> <p>To estimate the answer to a calculation and use inverse operation to check</p> <p>To solve word problems</p> <p>Subtraction</p> <p>To count back to find the difference</p> <p>To estimate the answer to a calculation</p> <p>To use inverse operations to check answers</p> <p>Multiplication</p> <p>To understand measuring and scaling problems</p> <p>To solve problems, including missing number problems, involving multiplication (NC)</p> <p>Division</p> <p>To solve problems where items are shared equally (12 sweets between 4 children)</p> <p>To solve problems where items are shared using knowledge of fractions (4 cakes shared between 8 children)</p> <p>To know whether to round up or down depending on context</p> <p>Fractions, decimals and percentages</p> <p>To add like fractions (fractions with the same denominator)</p> <p>To subtract like fractions</p> <p>To solve word problems involving fractions</p>
<p>R.E.</p> <p>What is the Bible and why is it important to Christians?</p> <p>We will be learning about:</p> <p>How the bible is important for Christians and how they use it</p> <p>What makes a book special for different people</p> <p>How different writing shows different aspects of God</p> <p>About the Old and New Testament</p>	<p>PSHE</p> <p>Our PSHE project is ‘Be Here, Be You, Belong’ with the theme of acceptance.</p> <p style="text-align: center;">Week 1 - I am I, You are You, We are We</p> <p style="text-align: center;">Week 2 - I am Valued, You are Valued, We are Valued</p> <p style="text-align: center;">Week 3 - I am Loved, You are Loved, We are Loved</p> <p style="text-align: center;">Week 4 - I am Safe, You are Safe, We are Safe</p> <p>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 safe relationships before moving on to further learning on our own emotions</p>

and how to regulate successfully to build our resilience. There will be a whole school celebration of this learning on Friday 23rd May on the field at 2 – our Be Here, Be You, Belong Parade that parents are warmly invited to attend.

Art:
 This term we will be looking at wire sculpture by exploring the artwork of Anthony Gormley and Alberto Giacometti. We will appreciate and comment on their work, discuss shape, form, model and use this learning to then construct our own models. We will learn to use tools safely to cut, twist and join wire together.
 To celebrate our new knowledge and skills, we will plan and create a wire sculpture using Alberto Giacometti's body silhouettes as inspiration.

Music
 This term we will be using xylophones to further our learning on pitch patterns. We will focus on octaves and using xylophones, for both tune and accompaniment.

French:
 In Term 5, the children will learn the days of the week in French as part of their language studies. This helps them develop vocabulary, pronunciation, and an understanding of how the French calendar system works.
 Our key learning points will be pronunciation to ensure we say each day correctly and that we use no capital letters: unlike in English, days of the week in French are not capitalized unless at the beginning of a sentence.

P.E.
 Throughout term 5, we will be learning about multicultural and disability sports. We will be looking at sports such as, boccia, American football, sitting volleyball and Tchoukball. We will be concentrating on how and why adaptations are made through these different sports.

Computing:
 This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

Thematic Curriculum

Topic Title:	Mayans: The Rise and Fall
Golden Thread:	Culture and Communities and People and Places
Prior Knowledge:	When learning about People and Places in term 3, the children learnt about the topographical features of our local area. In year 2, the children learnt about the equator and hot and cold places in relation to the equator. In Culture and Communities, when learning about the Romans, the children used a wide variety of sources to find out about the Romans, as well as looking at two versions of the same event and being able to identify the differences.
Big Question:	What does it mean to be successful?
Blurb overview:	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. 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.	
Celebration of Learning	Creating a Mayan Museum – Parents to come and visit	
Text Links	Middle world by Jaguar Stones	
Oracy End Point:	Mayan Presentation: Groups of children to learn about a specific aspect of Mayan life and present to the class about this.	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
History		
Substantive Knowledge		Disciplinary Knowledge
<p>To know key facts about the Mayan Civilisation</p> <p>To know the important aspects of Mayan beliefs</p> <p>To know about the Mayan number system</p> <p>To know about the Mayan writing system</p> <p>To identify the purpose of the Mayan calendar</p> <p>To know that the Mayans were invaded by Spanish explorers</p>		<ul style="list-style-type: none"> • To know a wide range of sources to find out about the past. To know that an ancient non-European society provides a contrast to British history. • 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
Cultural Capital		
<p>Cultural knowledge: Learning about an ancient civilisation and what life was like there; including food, art and architecture.</p> <p>Cultural experience: The children will be creating their own museum in class in order to show their learning to their parents.</p>		
Weekly Overview		
Week 1	PSHE 1 – I am I, you are you, we are we – I am learning about personal identity - Read the story and then create 'clubs'. Children to say their likes/beliefs and find others to join their club. Explore how we all have similarities and differences but we all belong to 'Club Chilton'.	

	<p>Thematic Lesson 1 – 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>Thematic Lesson 2 – Geography – 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>PSHE 2 – I am valued, you are valued, we are valued – I am learning to individuality and personal qualities - Can I join your club? John Kelly. Create their animal – this can be a mix of different animals and write positive comments about themselves/then write a positive comment on another child’s. Keep artwork for ‘Our Club’ display.</p> <p>Thematic Lesson 1 – 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>Thematic Lesson 2 – History – Today we will be using yesterdays learning on Mayan civilisation to create a piece of writing named ‘I’ve been on an expedition and found...’</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>Art Lesson – I am learning to explore famous artists who create wire sculptures and comment on their work – Today we will explore the medium of wire sculpture, we will discuss what we like and what we do not like. WE will look at Anthony Gormley and Alberto Giacometti.</p>
Week 3	<p>PSHE 3 -I am loved, you are loved, we are loved – I am learning to respect others similarities and differences between people - Explore the Book “Be inclusive” – Link to neurodiversity. What does it mean to be neurodiverse? Read the story and explore the importance of acceptance of people for who they are. Consider how the boy in the story makes the girl feel safe and loved. How does it feel when someone loves you for you? Outcome: Create individual puzzle pieces, that represent themselves, collaborate together by joining them up on the floor (Do not stick) Discuss what they love about each other’s individual puzzle piece.</p> <p>Thematic Lesson 1 – 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</p>

	<p>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. The children will create top trump cards to demonstrate this understanding.</p> <p>To know key facts about the Mayan Civilisation To know the important aspects of Mayan beliefs To know how to use a wide range of sources to find out about the past.</p> <p>Thematic 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. 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 number system To know a wide range of sources to find out about the past.</p> <p>Art Lesson – I am learning to shape, form, model and construct wire safely by using tools. Today we will experiment creating sculptures out of wire focusing on body silhouettes.</p>
Week 4	<p>PSHE 4 -I am safe, you are safe, we are safe – I am learning to listen and respond respectfully - What makes me feel safe? How can I make people around me feel safe? Please introduce keep hands and feet down and kind words. Be gentle? Who are our safe people?</p> <p>Thematic Lesson 1 – 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> <p>Thematic Lesson 2 – History – Share presentation and quiz.</p> <p>Art Lesson – I am learning to use wire to create sculptures – Today we will plan and create our own wire sculptures taking inspiration from Anthony Gormley and Alberto Giacometti.</p>
Week 5	<p>PSHE 5 – I belong, you belong, we belong – I am learning to value the different contributions that people and groups make to the community - Circle time beforehand about belonging. Discuss how we all belong in our Viking/Chilton Community. What makes us special as a whole?</p> <p>RE Lesson 1 – I am learning to know why the bible is important to Christians – In this lesson we will investigate why the bible is important to Christians. We will consider how the bible is used as a learning tool, how Christians use it in their daily lives and how it is used to spread the word of God.</p> <p>RE Lesson 2 – I am learning about the different features of a bible – In this lesson we will look at the features of songs, proverbs, laws, stories and letters. We will consider the definition of each of their features and find them within the bible.</p>

	<p>RE Lesson 3 – I am learning about what makes a special book – The children will consider what is their special book, this could be a religious book or a book that is important to them for any other reason. We will link this to Reading for Pleasure and celebrate our favourite special books as a class.</p> <p>Friday 23rd May – Be here, be you, belong parade at 2pm.</p>
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