

Medium Term Planning Class 3 - Spring 1

	History and Geography	Music	Jigsaw (Planned)	Computing	Art/D.T.	P.E.	R.E (Planned)	Science	French (Planned)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National Curriculum Links Learn more, know more, remember more</p>	<p>History: A non-European society that contrasts with British history (Mayan civilisation)</p> <p>Geography: Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</p>	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>		<p>Describe how internet search engines find and store data; use technology responsibly, securely and safely; use search engines effectively.</p>	<p>Mayan Themed Art & Design</p> <p>Carry out research, using web-based resources</p> <p>Develop a simple design specification to guide their thinking</p> <p>Share and clarify ideas through discussion</p> <p>Make design decisions that take account of the availability of resources</p>	<p>Hockey</p> <p>Play competitive games and apply basic principles of attacking and defending</p> <p>Choose and combine Techniques in game situations</p> <p>Work with team mates to gain possession and points</p> <p>Defend and attack tactically by anticipating the direction of play</p> <p>Uphold the spirit of fair play and respect in competitive situations</p>	<p>What does it mean to be a Muslim in Britain today?</p>	<p>Human circulatory System</p> <p>To be able to identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</p>	<p>French Culture around the World</p> <p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p> <p>Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>

Week 1	<p>Immersion lesson (15 minutes at each carousel activity). See short term planning. Rotate in groups. Aim of the lesson is to excite the children so that they feel a sense of awe and wonder for the topic. They should generate key questions they would like to find out as we progress through the topic. Timeline/chronology.</p>	<p>Understanding rhythm</p> <p>Clap out some beats and ask the class to repeat them.</p> <p>Attempt this with a variety of body parts (hands, stamping feet etc.)</p>			The History of Mayan Masks		Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims.	The Circulatory System	Culture in France
Knowledge and Skills	<p>Knowledge Y5/6: To know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Skills Y5/6: Order significant events, movements and dates on a timeline.</p> <p>Knowledge Y5/6: • Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Locate main countries in Central America.</p> <p>Skills Y5/6: Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids]</p>	<p>Skills Y5/6: Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Knowledge Y 5/6: Know how pulse, rhythm and pitch fit together.</p>			<p>Knowledge Y5/6 That the Maya had celebration masks often based on animals and death masks to protect the soul in the afterlife</p> <p>Skills Y5/6 Carry out research, using web-based resources</p>	<p>Knowledge Y5/6: To know all the positions in a netball team and where each is allowed to go on the court</p> <p>Skills Y5/6: Play competitive games and apply basic principles suitable for attacking and defending Explain complicated rules</p>	<p>Skills Y5/6: Make connections between Muslim practice of the Five Pillars and their beliefs about God.</p> <p>Knowledge Y5/6: Explain what the 5 pillars of Islam are and know how this affects their everyday lives.</p>	<p>Knowledge Y5/6: That veins carry blood to the heart and arteries carry oxygenated blood away from the heart</p> <p>Skills Y5/6: To be able to identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.</p>	<p>Knowledge Y5/6: That Bastille Day is 14th July and celebrates the rebellion of common people against the Monarchy</p> <p>Skills Y5/6: Begin to understand more complex issues which affect countries in the world today for example poverty, famine, religion and war</p>

<p style="text-align: center;">Week 2</p>		<p>Play musical instruments with increasing accuracy and control.</p> <p>Play the video which is embedded in the slide - (Video © www.reyortegaentertainment.com)</p> <p>On a post-it note, ask them to note down the instruments that they see, the sounds that they hear and the feelings that the music makes them feel.</p> <p>Discuss what they have watched. They should show an understanding of the mood portrayed. What sort of events / times may this music be used?</p>		<p>To use a search engine to identify information about a selection of Maya gods.</p> <p>To extract important information from a webpage.</p>	<p style="text-align: center;">Design a Mayan Mask</p>	<p style="text-align: center;">Matchplay</p>	<p>Explore the Shahadah and its importance in the Muslim faith.</p> <p>Think of reasons why Muslims find it important to hear the Shahadah regularly</p>	<p style="text-align: center;">The Circulatory System</p>	<p style="text-align: center;">Francophone Countries Around the World</p>
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Knowledge and Skills		<p>Skills Y5/6: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Create simple rhythmic patterns with an awareness of timbre</p> <p>Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing</p>		<p>Knowledge Y5/6: To understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p> <p>Skills Y5/6: To use a search engine using keyword searches. To be able to compare the results of different searches. To decide which sections are appropriate to copy and paste from at least two web pages.</p>	<p>Knowledge Y5/6: To know that materials have both functional properties and aesthetic qualities and that materials can be combined and mixed to create more useful characteristics</p> <p>Skills Y5/6: Describe the purpose of their product Indicate the design features that will appeal to users Use annotated sketches</p>	<p>Knowledge Y5/6: To know when to use each type of pass in a match and how to dodge to receive the ball</p> <p>Skills Y5/6: Use running, jumping, throwing and catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending</p>	<p>Skills Y5/6: Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life</p>	<p>Knowledge Y5/6: That the lungs and heart work together to form the circulatory system</p> <p>Skills Y5/6: To be able to identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.</p>	<p>Knowledge Y5/6: That there are twenty-nine countries across several continents use French as their official language, with Africa having the second-largest francophone population after Europe</p> <p>Skills Y5/6: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries</p>
Week 3	<p>Maya architecture To match a selection of facts to key Maya architecture. Children to look at a variety of images showing the architecture of that time. What questions do we have? What can we infer/deduce about the Maya culture? Discuss the building materials used and how they link to those used in other periods and</p>	<p>Play musical instruments with increasing accuracy and control.</p> <p>Play the video which is embedded in the slide - (Video © www.reyortegaenteertainment.com) Children play musical instruments alongside the music - rhythm, tempo, pitch.</p>			<p>Make your Mayan Mask</p>	<p>Tournament</p>	<p>Describe how and why Muslim people pray.</p>	<p>Transportation of Water and Nutrients</p>	<p>Francophone Countries around the World</p>

	locations (Anglo-Saxon round houses etc.)								
Knowledge and Skills	<p>Skills Y5/6: Use sources of information to form testable hypotheses about the past.</p> <p>Make links between some of the features of past societies (e.g. religion, houses, society, technology.)</p> <p>Knowledge Y5/6: Understand and describe the characteristic features of the past.</p>	<p>Skills Y5/6: Perform from simple notation on tuned/untuned instruments</p> <p>Use musical vocabulary to explain some of the reasons why a piece of music might have been composed</p> <p>Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects</p>			<p>Knowledge Y5/6: That materials have both functional properties and aesthetic qualities</p> <p>That materials can be combined and mixed to create more useful characteristics</p> <p>Skills Y5/6: Explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>Accurately measure, mark out, cut and shape materials and components</p> <p>Accurately assemble, join and combine materials</p>	<p>Knowledge Y5/6: To know how to use their learned skills as part of a team</p> <p>Skills Y5/6: Use running, jumping, throwing and catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending Make a team plan and communicate it to others Lead others in a game situation</p>	<p>Knowledge Y5/6: Identify similarities and differences between prayer in Islam and prayer in Christianity</p>	<p>Knowledge Y5/6: That most water and nutrients are absorbed into the bloodstream via villi in the small intestine</p> <p>Skills Y5/6: To be able to describe how water and nutrients are transported around the body</p>	<p>Knowledge Y5/6: That French speaking countries are called Francophone and that the OIF is an official organisation comprising 57 official member states, designed to bring French-speaking cultures together and share knowledge and culture.</p> <p>The OIF also puts on les Jeux de la Francophonie - similar to the Commonwealth games - where countries compete in various sports,</p> <p>Skills Y5/6: Talk about, discuss and present information about a particular country's culture</p>

<p style="text-align: center;">Week 4</p>	<p style="text-align: center;">Mayan Clothing</p> <p>To explain the types of clothing worn by the Maya.</p> <p>To design and create an outfit suitable for a Maya male and female.</p>	<p>Compose and perform a piece of music.</p> <p>Working as a group, the children should produce their own version of a piece of Maya music.</p> <p>Ask them to include some of the features that they encountered in the video. They should also use their voices to add sounds (animal noises, howling wind etc.)</p>			<p style="text-align: center;">Evaluate your Mayan Mask</p>		<p>Describe the pillar of Zakah and explain who money is given away to and why.</p>	<p style="text-align: center;">Healthy Lifestyle</p>	<p>Research the Culture of a Francophone Country</p>
<p style="text-align: center;">Knowledge and Skills</p>	<p>Skills Y5/6: Choose reliable sources of information to find out about the past, giving reasons for choices.</p> <p>Knowledge Y5/6: Describe similarities and differences between some people, events and artefacts studied.</p>	<p>Knowledge Y5/6: Know and use standard musical notation to perform</p> <p>Skills Y5/6: Perform from simple notation on tuned/untuned instruments</p> <p>Use musical vocabulary to explain some of the reasons why a piece of music might have been composed</p> <p>Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects</p>			<p>Knowledge Y5/6: To understand the importance of evaluation and how it leads to product improvement</p> <p>Skills Y5/6: Explain how well products have been designed and made Explain why materials have been chosen Understand how well products work to achieve their purpose Describe how well products meet user needs and wants</p>		<p>Skills Y5/6: Explain the reasons why some people think regularly giving away money is a good idea for themselves and the community</p>	<p>Knowledge Y5/6: A healthy lifestyle includes a balanced diet, regular exercise and sleep</p> <p>Skills Y5/6: To recognise the impact that diet, exercise, drugs and lifestyle have on their body</p>	<p>Knowledge Y5/6: That Bastille Day is celebrated in other Francophone Countries</p> <p>Skills Y5/6: Talk about, discuss and present information about a particular country's culture</p>

<p style="text-align: center;">Week 5</p>	<p style="text-align: center;">Innovation and Inventions.</p> <p>To identify, and explain, some of the most important achievements and innovations of the Maya civilisation.</p> <p>The children should decide which innovation/invention they believe was the most important and write down their reasons why.</p>	<p style="text-align: center;">Evaluate performances.</p> <p>Whilst rehearsing, stop the groups at various intervals to give a short example of the work that they are producing. Ask the other groups to feed-back. Can they help to enhance their work or make suggestions for improvements</p>			<p style="text-align: center;">Mayan Weaving</p>		<p style="text-align: center;">Describe reasons for the practice of fasting in Islam.</p> <p>Find out more about what happens at the festival of Eid ul Fitr.</p>	<p style="text-align: center;">Exercise Investigation</p>	<p style="text-align: center;">Francophone Country presentation</p>
<p style="text-align: center;">Knowledge and Skills</p>	<p>Skills Y5/6: Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Knowledge Y5/6: Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p>	<p>Knowledge Y5/6: Use a range of words to describe music (eg. duration, timbre, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Use these words to identify strengths and weaknesses in own and others' music.</p>			<p>Knowledge Y5/6: That Mayans used weaving as a link to their present and their past</p> <p>Skills Y5/6: Carry out research, using web-based resources</p>		<p>Knowledge Y5/6: Identify similarities and differences Between Eid ul Fitr and other festivals the pupils have studied.</p>	<p>Knowledge Y5/6: That exercise increases heart rate and breathing rate</p> <p>Skills Y5/6: To be able to plan pattern-seeking enquiry.</p> <p>To be able to report causal relationships.</p> <p>To be able to record results using a line graph</p>	<p>Knowledge Y5/6: The festivals, food, religion of Francophone countries</p> <p>Skills Y5/6: Talk about, discuss and present information about a particular country's culture</p>

<p style="text-align: center;">Week 6</p>	<p>Independent Study: Produce a non-chronological report or informative poster about the Ancient Mayan civilisation.</p> <p>Use the internet, work completed in previous lessons and other research to find facts to include.</p>			<p>Independent Study: Produce a non-chronological report or informative poster about the Ancient Mayan civilisation.</p> <p>Use the internet, work completed in previous lessons and other research to find facts to include.</p>	<p style="text-align: center;">Mayan Weaving</p>		<p>Describe what happens on pilgrimage to Mecca and at the celebration of Eid ul Adha.</p>	<p>Impact of Drugs and Alcohol</p>	<p>Comparison of France with another Francophone Country</p>
<p style="text-align: center;">Knowledge and Skills</p>	<p>Skills Y5/6: Plan and present a self-directed project or research about the studied period.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>			<p>Skills Y5/6: To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Knowledge Y5/6: How to weave using a cardboard loom</p> <p>Skills Y5/6: Select materials and components suitable for the task accurately assemble, join and combine materials Use techniques that involve a number of steps</p>		<p>Knowledge Y5/6: Identify similarities and differences between pilgrimage to Mecca in Islam and pilgrimage in another religion</p>	<p>Knowledge Y5/6: The difference between legal and illegal drugs and examples of both</p> <p>Skills Y5/6: To recognise the impact that diet, exercise, drugs and lifestyle have on their body</p> <p>To explain how scientific evidence can change ideas</p>	<p>Knowledge Y5/6: That although France is a well-developed country many French speaking countries are low income</p> <p>Skills Y5/6: Begin to understand more complex issues which affect countries in the world today for example poverty, famine, religion and war</p>