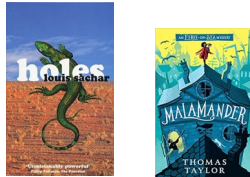


# Upper Key Stage 2 - The Americas Pt 1 - Spring 1st 2022

Week 1: (4 days)



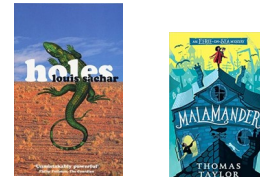
Week 2:



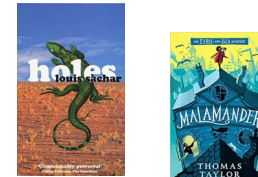
Week 3:



Week 4:



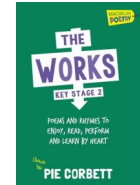
Week 5:



Week 6:



Week 7 Poetry



Lizards  
Darren  
Stanley

## Session 1: Immersion Day:

Mayan Masks : Event Mask or Death Mask



## Session 2: Science: Grouping Living Things

LO: I am learning to recognise that living things can be grouped in a variety of ways.

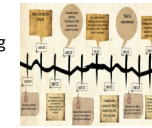
Children are given pictures of a range of living things (plants and animals) and sort them in any way they wish. Explain how and why they sorted them in this way.



## Session 3: History: Marvellous Mayans

LO: I am learning to understand when and where the Maya lived and the type of environment they lived in.

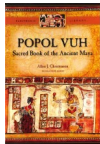
Create a timeline on the working wall. Include a star on the class timeline to show where in history the Mayans are.



## Session 4: History: Mayan Myths

LO: I am learning to write a Mayan myth of creation in the Popul Vuh.

Learn about Mayan myths and use these as inspiration for their own written myth.



## Session 5: Science: Classification.

LO: I am learning to describe how living things are classified into groups according to observable characteristics.

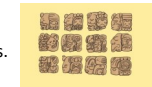
Choose a selection of leaves from outside and create a classification key.



## Session 6: History: Mayan Mark-Making!

LO: I am learning to compare the similarities and differences between the Maya writing system and ours.

Compare and decode Mayan writing and Egyptian hieroglyphics.



## Session 7: History: Mayan Calendars

LO: I am learning to understand and use the Maya Calendar round.

Create a Mayan circle calendar, use this to create their date of birth.



## Session 8: Science: Plant Classification.

LO: I am learning to identify differences between groups in the plant kingdom.

Research the four groups of plants, identify the similarities and differences and categorise them.



## Session 9: History: Mayan Leisure!

LO: I am learning about the ancient Maya ball game and its cultural significance and comparing it with other spectator sports past and present. Compare and contrast sport from the Mayan and Greek era with the modern day.



## Session 10: History: Mayan Mysteries.

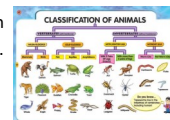
LO: I am learning to understand the difficulty of making conclusions about the past using only material remains. Look at Mayan artefacts. If you could represent the ancient Maya with three objects what would they be?



## Session 11: Science: Animal Classification.

LO: I am learning give reasons for classifying animals based on specific characteristics.

Choose three animals, explain how they should be classified.



## Session 12: Art: Appraisal

LO: I am learning to appraise different designs within textiles.

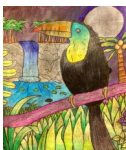
Children to look at different designs of materials and evaluate them including expressing opinions.



### Session 13: Art: Designing a Jungle Scene.

**LO:** I am learning to design, with precision, a jungle scene.

Children to look at images of jungle scenes and use them to design their own for their batik.



### Session 14: Science: Invertebrates.

**LO:** I am learning to research the main characteristics of invertebrate groups.

Use the internet to research the characteristics of a number of invertebrates, create a fact file.



### Session 15: Art: Wonderful Wax.

**LO:** I am learning to use wax, with precision, to create effects on material.

Children to use wax to draw their design onto material.



### Session 16: Art: Jungle Batik.

**LO:** I am learning to combine wax and dye techniques to good effect.

Children to paint over their wax designs with dye.



### Session 17: Science: Animal Classification Pt2.

**LO:** I am learning to give reasons for classifying an animal.

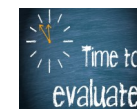
Children create their own imaginary animal, giving key features. Explain how they would classify it and why?



### Session 18: Art: Effective Evaluating.

**LO:** I am learning to explore the effect of different mediums on material - iron off

wax and can evaluate effectively. Children to iron off the wax and evaluate their design and final product.



**Year 5:** Swimming OR gymnastics + OAA

**Year 6:** Gymnastics + Cricket

### ICT: PurpleMash

**Year 5:** Unit 5.4 Databases

**Year 6:** Unit 6.6 Networks

**Online Safety**



### Music Charanga

**Year 5:** Clarinet lessons.

**Year 6:** How does music make the world a better place?

**RE: Emmanuel**

**Hinduism**



How do questions about Brahman and atman influence

the way a Hindu lives?

### PHSE: Cambridgeshire

**Year 5:** Diversity and communities



**Year 6:** Financial capability

**French:**



**Year 5:** Rigolo 2:

Unit 3: La Noriture

**Year 6:** Rigolo 2:

Unit 9: Ma Journee

**Artist Day:**

**Kandinski.**

