


<p>History: The Maya</p> <ul style="list-style-type: none"> • Where and when were the remains of the Mayan ruins discovered? • How did the Mayan civilisation develop over time? • How was Mayan society organised? • What did the Maya believe in? • What was daily life like for the Mayan people? • What were some of the major achievements of the Maya? • What caused the decline of Mayan civilisation? 	<p>Geography: South America</p> <ul style="list-style-type: none"> • Where is South America? Which countries comprise it? • What is the climate like in South America? • Which major mountain ranges are in South America? • What is the human geography of South America? • What is South America's role in world trade? • How can we create passion projects from our learning? • How can we compare an area of South America with the UK? 	<p>RE:</p> <p><u>How does faith help people when life gets hard?</u></p> <ul style="list-style-type: none"> • How might some people thank God in good times? • How can religion help people, even when times are tough? • What do different religions say about life after death? How might this bring comfort to people? • What ceremonies are there to mark death/passing away? • How can artwork show differing views of the afterlife? • How does religion help people when life gets hard? 		<p><u>Why do some people believe in God and some people not?</u></p> <ul style="list-style-type: none"> • How can we use a census to find out about people's beliefs? • What do religious and non-religious people believe to be sources of authority? • Why do some people believe in God? • Why do some people not believe in God? • How and why do Christians still believe in God in an age of science? • What impact can believing in God make on the way someone lives their everyday life? • What are the possible benefits and challenges of believing in God in Britain today?
<p>PSHE & Citizenship: Feelings and emotions (1 decision unit) Dealing with jealousy, anger and worry.</p>	<p>South and Central America</p> <p>Year 5/6  Summer B</p>		<p>Music: Dancing in the Street (Charanga unit)</p> <p>'The history of Motown and its importance in the development of Popular music. Links to civil rights.'</p>	
<p>Enrichment</p> <ul style="list-style-type: none"> • Primary/secondary transition • Cookery links with Park • Y6 end of year visits • Nethercott residential 	<p>English</p> <p>Write like a cultural ambassador Folktale narratives, persuasive writing, biographies, travel guides</p>	<p>Maths</p> <p>Year 5: Number, geometry, measurement Year 6: Revision and consolidation</p>	<p>Science</p> <p>Earth and space Animals including humans (Y5 content)</p>	<p>PE</p> <ul style="list-style-type: none"> • Strike and field • Athletics
<p>Please see separate overview documents for each subject.</p>				
<p>Computing: Audio software (Keychain NCCE unit)</p> <ul style="list-style-type: none"> • How can sound be recorded? • Can audio recordings be edited? • Can I recognise the different parts of creating a podcast project? • How are digital recordings edited? • Does combining audio enhance my podcast? • How effective was my use of audio? 	<p>DT: South American food</p> <ul style="list-style-type: none"> • Understand seasonality in the context of when fruit and vegetables are in season in Britain, including tasting. • Learn about the importance of protein as part of a healthy, varied diet. • Find out about the diverse climates of Central and Southern America and locate regions where much of their food is produced. Make a simple vegetable 'jerky' recipe. • Learn about the history of slavery in America, go on to consider differences in the foods eaten by wealthy Latin Americans and poor Americans/slaves. Make cornbread. • Learn about the history of the colonisation of the Americas, then consider ways in which Mexican food has influenced American cuisine. Cook fajitas/sample Tex Mex/Mexican foods. • Make and cook pupusas in outdoor pizza oven, with Cancha (Andean Toasted Chulpe Corn) as a taster. 	<p>Art: Maya architecture and great South American artists/designers/architects</p> <ul style="list-style-type: none"> • Create a mood board to present information about Mayan architecture and pyramid structures. • Experiment with colour, pattern, texture, line and tone, shape, form and space to design a pyramid/temple of your own. • Research Frida Khalo and sculpt your own clay monkey. • Research Joaquin Torres Garcia and paint your own symbols. • Research Leonora Carrington and paint your own dream catcher. • Research Diego Rivera and create your own coloured mural. • Research Beatriz Milhazes and make your own collage. • Research Carlos Paez Vilaro and make your own patterned drum 	<p>MfL: Spanish iA comer! (ONA KS2 unit)</p> <ul style="list-style-type: none"> • Saying some food words and saying you want to have some of these foods • Saying you or someone else is hungry, hot and cold • Giving opinions about singular foods and joining opinions using conjunctions • Giving opinions about plural foods and joining opinions using conjunctions • Giving someone else's opinion about singular and plural foods and joining opinions using conjunctions. <p>Mi pueblo (ONA KS2 unit)</p> <ul style="list-style-type: none"> • Saying some places there are in town • Saying what there is and is not in the town • Saying where in town you are going to and what transport you are taking there • Giving opinions of the town and explaining those opinions • Describing the places in town 	

