

## Long Term and Medium Term Planning Year 3/4 2017-2018

### Spring Term – Mexico and The Mayans

#### Key Questions – What are the physical/human features of Mexico and how it is different to the UK?

#### Who were the Maya people?

#### History and Geography focus with Art/DT as secondary subjects

<u>Subject</u>	<u>National Curriculum Objectives</u>	<u>I can statements</u>	<u>Activities</u>
<b>History</b>	<p>History -pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300.</li> <li>Pupils should understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p>Geography - pupils should be taught to:</p> <ul style="list-style-type: none"> <li>locate the world's countries,</li> </ul>	<p><b>Lesson 1 – Meeting the Maya</b></p> <ul style="list-style-type: none"> <li>I can recall and organise facts about the Mayan Civilisation.</li> <li>I can label a map to show where the ancient Maya people lived and where some main cities were located.</li> </ul> <p style="color: green;">Some of us will be able to:</p> <ul style="list-style-type: none"> <li style="color: green;">organise and present information about Mayans appropriately in a booklet aimed at year two pupils.</li> </ul> <p><b>Lesson 2 – Religion and Gods</b></p> <ul style="list-style-type: none"> <li>I can answer questions to show I understand the important aspects of Maya Religion.</li> <li>I can create a fact file containing</li> </ul>	<p><b>Lesson 1 – Meeting the Maya</b></p> <ol style="list-style-type: none"> <li>Use 'Meeting the Mayan People.ppt' to introduce the topic. Q&amp;A to establish prior learning (expected to be very little).</li> <li>Pupils to complete the map accurately, labelling countries and Mayan cities. Complete step by step as ppt progresses.</li> <li>Organise facts about the Mayans by completing the differentiated 'Welcome to the Mayan Area' worksheet.</li> <li style="color: green;">Challenge – organise facts differently to produce an information booklet about the Mayans aimed at year 2 pupils (this can be developed over several weeks).</li> </ol> <p><b>Lesson 2 – Religion and Gods</b></p> <ol style="list-style-type: none"> <li>Read 'Gods and Religion.ppt'. Q and A.</li> <li>Complete differentiated 'Maya God Fact File' worksheets.</li> <li style="color: green;">Challenge – begin/continue challenge from lesson 1.</li> </ol>

	<p>using maps.</p>	<p>information about Maya gods.</p> <p><b>Lesson 3 – Maya Number System</b></p> <ul style="list-style-type: none"> <li>• I can read the number using the Maya symbols for 0, 1 and 5.</li> <li>• I can solve problems and write numbers using the Maya symbols for 0, 1 and 5.</li> </ul> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>• solve Mayan number problems dealing with numbers between 0 and 399.</li> <li>• solve Mayan number problems dealing with numbers between 0 and 5080.</li> </ul> <p><b>Lesson 4 – Exploration and Discovery</b></p> <ul style="list-style-type: none"> <li>• I can identify at least three sources of evidence about the Maya and explain what they tell me.</li> <li>• I can examine a historical picture and answer questions about an aspect of the Maya civilisation.</li> </ul> <p><b>Lesson 5 – Maya Writing</b></p> <ul style="list-style-type: none"> <li>• I can identify key facts about the Maya writing system.</li> <li>• I can answer questions about the Maya writing system and codices.</li> <li>• I can construct Maya words using syllabograms and logograms.</li> </ul> <p>Some of us will be able to:</p>	<p>(See lesson 1 objective for this.) ART LESSON – MAYAN GODS (SEE BELOW)</p> <p><b>Lesson 3 – Maya Number System</b></p> <ol style="list-style-type: none"> <li>1. Read and work through ‘Maya Number System.ppt’. Q&amp;A.</li> <li>2. All to complete LA ‘Maya Number System’ worksheet first.</li> <li>3. Challenge – complete MA and HA worksheets dealing with progressively larger numbers. Give those doing HA the ‘Larger Maya Numbers’ sheet to assist them.</li> </ol> <p><b>Lesson 4 – Exploration and Discovery</b></p> <ol style="list-style-type: none"> <li>1. Work through ‘Exploration and Discovery.ppt’. Q&amp;A.</li> <li>2. Discuss the complete ‘Using Sources of Evidence’ worksheet.</li> <li>3. Discuss the complete differentiated ‘Historical Picture Study’ worksheet.</li> <li>4. Challenge Challenge – begin/continue challenge from lesson 1. (See lesson 1 objective for this.)</li> </ol> <p><b>Lesson 5 – Maya Writing</b></p> <ol style="list-style-type: none"> <li>1. Brief introduction. Work in pairs to complete ‘Maya Writing Fact Hunt’ activity. Feedback to class.</li> <li>2. Complete ‘Maya Writing Comprehension’ differentiated worksheet. (if time is short this could be done in guided reading or set as homework.)</li> <li>3. Complete ‘Logograms’ worksheet.</li> <li>4. Challenge - use the Maya syllabary to write some more Maya word. Continue with fact sheet for Y2.</li> </ol>
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<b>Geography</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and <b>North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. <i>(In comparison study.)</i></li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom...and a region within North or South America.</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p><b>Lesson 1 – An Introduction to Mexico:</b></p> <ul style="list-style-type: none"> <li>• I can use an atlas to locate Mexico, the UK, Mexico City, Mexico's peninsulas and the seas that surround it.</li> <li>• I can compare facts about Mexico and the UK.</li> <li>• I can accurately colour the flag of Mexico.</li> </ul> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>• define the word 'peninsula';</li> <li>• use an atlas <i>independently</i> to find the bordering countries of Mexico.</li> </ul> <p><b>Lesson 2 – Facts About Mexico:</b></p> <ul style="list-style-type: none"> <li>• I can find and record basic facts about Mexico.</li> <li>• I can state which geographical features of Mexico are physical and which are human.</li> </ul> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>• find different facts about Mexico and make comparisons with the UK.</li> </ul>	<p><b>Lesson 1: An Introduction to Mexico</b></p> <ol style="list-style-type: none"> <li>1. Basic study of Mexico:       <ol style="list-style-type: none"> <li>a. Use an atlas to find Mexico – colour in on world map. What continent is it in? Locate and colour in the UK. Which country is bigger in size? What is the difference in population? How far is it from UK?</li> <li>b. Plot the following on a map of Mexico: capital city, seas and peninsulas.</li> </ol> </li> <li>2. Study the national flag of Mexico – colour in accurately.</li> <li>3. Challenge – Use a dictionary to find the definition of 'peninsula'. Use an atlas <i>independently</i> to find which countries border Mexico. Write answer in topic book.</li> </ol> <p><b>Lesson 2 - Facts About Mexico:</b></p> <ol style="list-style-type: none"> <li>1. Read and discuss 'All About Mexico.ppt'.</li> <li>2. Discuss difference between physical and human features. Team quiz.</li> <li>3. Complete 'All about Mexico' worksheet. Pupils to use Mexico fact cards to find the information needed.</li> <li>4. Challenge – find more interesting facts about Mexico <i>independently</i> and write them down. Compare with a fact about the UK.</li> </ol>

		<p><b>Lesson 3 – Celebrations in Mexico</b> <b>TO BE DELIVERED IN AN ART LESSON</b></p> <ul style="list-style-type: none"><li>• I know that Mexicans celebrate The Day Of The Dead and can create a mask that could be used on this day.</li><li>• I can improve my art and design techniques by painting and cutting out a mask accurately.</li></ul> <p>Some of us will be able to:</p> <ul style="list-style-type: none"><li>• Colour and cut out a net of a mask and follow instructions to form a 3d model.</li></ul> <p><b>Lesson 4 – Comparing Wales and Mexico</b></p> <ul style="list-style-type: none"><li>• I can research a human characteristic of Mexico.</li><li>• I can research a physical characteristic of Mexico.</li></ul> <p>Some of us will be able to:</p> <ul style="list-style-type: none"><li>• compare the human and physical characteristics of Wales and Mexico.</li></ul>	<p><b>Lesson 3 – Celebrations in Mexico</b></p> <ol style="list-style-type: none"><li>1. Read and discuss 'Mexican Day Of The Dead.ppt'.</li><li>2. Create Day Of The Dead mask. Accurate painting skills. Cut out accurately.</li><li>3. Challenge – create a 3d mask. Colour, cut and stick accurately. Follow instructions independently.</li></ol> <p><b>Lesson 4 – Comparing Wales and Mexico</b></p> <ol style="list-style-type: none"><li>1. Recap difference between physical and human features of a place.</li><li>2. Read and discuss activity 1 of 'Wales and Mexico Comparison Study'. Complete activity 1 together.</li><li>3. Each table to be given a physical and human topic to compare. They must also state whether they are discussing a physical or human characteristic of the place. Use I-Pads. ICT time table swap should be arranged. Request TA so some can work in the IT room.</li><li>4. Feedback to the to the class.</li><li>5. Challenge – Clearly state the main differences between the Welsh and the Mexican characteristic studied. Write in topic books.</li></ol>
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<p><b>Art</b></p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul>	<p><b>Geography - Lesson 3 – Celebrations in Mexico</b></p> <p><b>TO BE DELIVERED IN AN ART LESSON</b></p> <ul style="list-style-type: none"> <li>• I know that Mexicans celebrate The Day Of The Dead and can create a mask that could be used on this day.</li> <li>• I can improve my art and design techniques by painting and cutting out a mask accurately.</li> </ul> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>• Colour and cut out a net of a mask and follow instructions to form a 3d model.</li> </ul> <p><b>History – to follow on from Lesson 2: Maya</b></p>	<p><b>Geography - Lesson 3 – Celebrations in Mexico</b></p> <ul style="list-style-type: none"> <li>• See Geography: ‘Lesson 3 – Celebrations in Mexico’ for details.</li> </ul> <p><b>History – to follow on from Lesson 2: Maya Religion and</b></p>

		<p><b>Religion and Gods.</b></p> <ul style="list-style-type: none"> <li>• I can use papier mache to sculpt a 3d mask of a Mayan God.</li> <li>• I can use paint to accurately decorate the mask.</li> </ul> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>• I can sculpt features such as a nose onto the mask.</li> </ul>	<p><b>Gods.</b></p> <ul style="list-style-type: none"> <li>• Use papier mache to create a 3d mask of a Mayan God.</li> </ul>
<b>DT</b>	<p><u>Cooking and nutrition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• I can follow instruction to make a savoury dish using a range of cooking techniques.</li> </ul>	See Geography: 'Lesson 5 – Mexican Food' for details.
<b>Music</b>	<p>All pupils should:</p> <ul style="list-style-type: none"> <li>• perform, <b>listen to</b>, <b>review</b> and evaluate music across a range of historical periods, <b>genres</b>, <b>styles</b> and <b>traditions</b>, including the works of the great composers and musicians</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to and review Latin music.</li> </ul>	Listen to Latin music when on task in each lesson. Review as a plenary.

*Mrs. Mayer*

PSHCE – See separate planning (SEAL/LGBT/RSE)

RE – Durham Units planned by Isobel Short and RE Co-Ordinator

SCIENCE – PLANBEE – Separate Units