

UNIT TITLE: Hola Mexico!

Anticipated Weeks: 14



DRIVERS

Opportunities & Hook for Learning

<p>Broadening Horizons Picture News Assembly (weekly) Ancient Maya Workshop</p>	<p>Spirituality Reflective Spaces Hand2Mouth – Godly Play</p>	<p>Emotional Awareness Circle times H2M Journey</p>
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<p>ENGAGE/HOOK: Mexico Day/Ancient Maya workshop</p>		
<p style="text-align: center;">MATHS</p> <ul style="list-style-type: none"> • Number: Place Value – 2 weeks • Number: Addition, Subtraction, Multiplication and Division – 5 weeks • Number: Fractions A – 2 weeks • Number: Fractions B – 2 weeks • Measurement: Converting units – 1 week <p>Mental Maths: times tables/addition frenzy</p> <p>Investigations:</p>	<p style="text-align: center;">ENGLISH</p> <p>Writing Purpose(s): Autumn 1 – Writing to Inform Autumn 2 – Writing to Entertain</p> <p>Composition and Text <u>Non-chronological Report</u> WAGOLL - Oceans Cold Write – HSTB Short Burst – Persuasive writing – Come to Mexico City/Day of the Dead Hot Task – Mexico – (based on Cultural Traditions)</p> <p><u>Instructions</u> WAGOLL – Need to create one. Cold Write –Jam sandwich Short Burst – Trip Advisor Review Hot Task – Salsa/guacamole</p> <p><u>Setting Description</u> WAGOLL – Uncle Montagues’s Tale of Terror; Varjak Paw excerpt. Cold Write – bedroom/classroom/dining room Short Burst – News report/first on the scene</p>	<p style="text-align: center;">RE</p> <p>PILGRIMAGE U2.13 Why is pilgrimage important to some religious believers? <u>Making sense of belief:</u></p> <ul style="list-style-type: none"> • Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism.) • Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d’s Chosen or Favoured people in Judaism). <p><u>Understanding the impact:</u></p> <ul style="list-style-type: none"> • Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions. • Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live. <p><u>Making connections:</u></p> <ul style="list-style-type: none"> • Evaluate and explain the importance of pilgrimage in the world today, giving good

	<p>Hot Write – Skellig/Garage</p> <p>Character description</p> <p>WAGOLL – Need to create one – Missing person Cold Write – well known character i.e. Dobby, Voldemort, Short Burst – Wanted Poster Hot Write – Missing person – Skellig</p> <p>Vocabulary & Grammar</p> <p>Consolidation of Year 5 grammar Vocabulary – as appropriate to text types above</p> <p>Punctuation</p> <p>Commas – in lists, after fronted adverbials, to mark relative clauses Bullet points Parenthesis – brackets and dashes</p> <p>Class Novel/s:</p> <p>Wonder/Skellig</p>	<p>reasons for their views.</p> <ul style="list-style-type: none"> • Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses. • Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives. • Talk about how and why their thinking has developed through this unit. <p>KINGDOM OF GOD 2B.8</p> <p><i>Making sense of the text:</i></p> <ul style="list-style-type: none"> • Explain connections between biblical texts and the concept of the Kingdom of God. • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. <p><i>Understanding the impact:</i></p> <ul style="list-style-type: none"> • Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. <p><i>Making connections:</i></p> <ul style="list-style-type: none"> • Relate Christian teachings or beliefs about God’s Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
<p style="text-align: center;">COMPUTING</p> <p>E-Safety:</p> <ul style="list-style-type: none"> • I can understand and explain the importance of how to keep safe when using technology. • Media: • I can design, write and debug games 	<p style="text-align: center;">SCIENCE</p> <p>Animals, including humans</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and 	<p style="text-align: center;">PHSE</p> <p>Introductory lesson</p> <ul style="list-style-type: none"> • Setting Ground rules for RSE and PSHE: To recap learning in PSHE education from previous years and how we can help everyone to learn effectively in these lessons.

<p>programs that accomplish specific goals</p> <ul style="list-style-type: none"> • I can use variables in coding. <p>Information Literacy:</p> <ul style="list-style-type: none"> • I can check the plausibility of information from a variety of sources on the same topic <p style="text-align: center;">DT</p> <p>Skills:</p> <ul style="list-style-type: none"> • I can understand and apply the principles of a healthy and varied diet • I can prepare and cook a simple savoury Mexican dish using a range of cooking techniques. • I can begin to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Small Make: Taste test • Big Make: Salsa/Guacamole <p>Skills</p> <ul style="list-style-type: none"> • I can select from and use a range of tools and equipment to perform practical tasks accurately. • I can select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Small make: Prototype using card • Big Make: Felt decoration/Mexican themed 	<p>blood.</p> <ul style="list-style-type: none"> • I can talk about the impact of diet, exercise, drugs and lifestyle on the way bodies function. • I can describe the ways in which nutrients and water are transported within animals, including humans. <p>Evolution and Inheritance</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can say why living things change over time. • I can say how living things adapt to their environment. • I know who the foremost scientists in this area are/were. <p>Working scientifically:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Family and relationships</p> <ul style="list-style-type: none"> • L1 Respect: To understand what we mean by respect and why it is important. • L2 Respectful relationships: To understand that respect is two-way and how we treat others is how we can expect to be treated. • L4 Challenging Stereotypes: To understand stereotypes and be able to share information on them. • L5 Resolving Conflict: To resolve disputes and conflict through negotiation and compromise. • L6 Change and loss: To begin to understand the process and emotions relating to grief. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • L3 Taking responsibility for my health: To understand and plan for a healthy lifestyle. • L4 The impact of technology on health: To understand the potential impact of technology on physical and mental health. • L5 Resilience toolkit: To reflect on skills they have developed to identify and respond to difficult situations. • L6 Immunisation: Understand ways that we help prevent ourselves and others becoming ill. • L8 Physical Health concerns: To understand what happens when we are ill and begin to understand when to seek support.
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HISTORY

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; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300.

Key Vocabulary – Logograms, hieroglyphs, codices, civilisation, significance, achievements, sacrifice, maize, architecture.

When did the Ancient Maya start and end? How does this fit in with the British timeline?

How do Mayan cities compare to modern architecture?

What are logograms and hieroglyphs? How have they affected modern writing?

How does the Mayan number system compare to what we use today in Britain?

What did the Mayans achieve and how does this compare to what the Vikings achieved who were living in Britain?

GEOGRAPHY

Where is South America?

- I can use maps to locate South America, its countries and major cities, and its main physical and human characteristics. (Aut 1)

How can I find out where Mexico is?

- I can locate Mexico on a map, labelling major settlements, neighbouring countries, and surrounding seas. (Aut 1)
- I can talk about Mexico's location using geographical language. (Aut 1)

What is Mexico City like?

- I can describe the human and physical geography of Mexico City and describe it using geographical ideas and language. (Aut 1)
- I can use maps, atlases and globes, and digital/computer mapping to locate Mexico, Mexico City and the Yucatan Peninsula, and describe features studied.

How does living in the Yucatan Peninsula compare with living in the Scottish Highlands?

- I can understand geographical similarities and differences by studying the human and physical geography of the Scottish Highlands and the Yucatan Peninsula. (Aut 1)
- I can describe and understand types of settlement and land use; economic activity, including trade links; the distribution of natural resources including energy, food, minerals and water.

ART

DRAW

Sketching the key shapes of objects from different angles when drawing still life.

Draw using a negative medium, identifying areas of light and dark.

- 1) Sketch watermelons (linked to Frida Kahlo art)

PAINTING

Imitate the techniques of other artists (sketchbook research), who use simplified shapes and lines to create more abstract drawings. Recreate colours used by impressionist painters.

- 2) Diago Rivera

PRINTMAKING

Extend and articulate their knowledge of pattern from multiple sources to create sophisticated original artwork

- 3) Computing repeated pattern or polystyrene tiles (Diago Riveria – Cactus)

TEXTILES/COLLAGE

Become increasingly expressive and analytical in order to adapt, extend and justify their work.

- 4) Day of the Dead – sugar skulls

SCULPTURE/3D FORM

Create sculpture and constructions with increasing independence.

Develop skills in using clay inc. slabs, coils, slips, etc

Convey, express and articulate a message or emotion through 3D sculpture.

- 5) Clay Sugar skull



<p style="text-align: center;">MUSIC</p> <p>Singing and performing: Variety of instruments Perform significant parts from memory and notations with awareness of my own contribution. Sing or play from memory with confidence, expression and in tune.</p> <p>Listening Notice, comment on and compare the use of musical devices.</p> <p>Composing Show thoughtfulness in selecting sounds and structures to convey an idea. Create own musical patterns.</p> <p>Musical Notation Use a variety of notation when performing and composing. Compose music for different occasions using appropriate musical devices.</p> <p>Musical appreciation Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Musical History Notice and explore how music reflects time, place and culture.</p> <p>Charanga Units Happy</p> <p>Topic Links Mexican songs – accompanied by children on glockenspiels/ percussion</p>	<p style="text-align: center;">MFL</p> <ul style="list-style-type: none"> • I can use vocabulary for food using the definite and indefinite articles. • I can express food preferences using present tense verb forms. • I can use noun/adjective agreement to describe food. • I can begin to use common conjunctions to extend sentences. • I can use numbers from 100 – 1000. 	<p style="text-align: center;">PE</p> <p>Frisbee</p> <ul style="list-style-type: none"> • I can use running, jumping and catching skills in isolation and in combination to play Frisbee. • I can play competitive games and use basic principles of attacking and defending. • I can compare my performance with previous performances and demonstrate improvements to achieve my personal best. <p>Gymnastics</p> <ul style="list-style-type: none"> • I can develop flexibility, strength, technique and balance. • I can compare my performance with previous performances and show improvements to achieve my personal best.
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Outdoor Learning Opportunities

Big Projects / Home learning Projects

Cooking

Termly topic homework