

HALF TERMLY PLANNING OBJECTIVES (NM/JF/IM)

Date: Summer Term (2) 2020 Hola Mexico!

	1 st -5 th June 2020	8 th -12 th June 2020	15 th -19 th June 2020	22 nd -26 ^h June 2020	29 nd -3 rd July 2020	6 th -10 th July 2020	13 th -27 th July 2020
Maths	LKS2-Statistics UKS2- investigation and consolidation	LKS2- Statistics UKS2- investigation and consolidation	LKS2-Geometry: properties of shape (position and direction) UKS2- investigation and consolidation	LKS2- Geometry: properties of shape (position and direction) UKS2- investigation and consolidation	LKS2- Geometry: properties of shape (position and direction) UKS2- investigation and consolidation	LKS2- Geometry: properties of shape (position and direction) UKS2- investigation and consolidation	LKS2- Geometry: properties of shape (position and direction) UKS2- investigation and consolidation
English	Invitations	Postcards	Instructions	Myths and Legends	Poetry	Innovate	Innovate
Cold write	Recount						
Science	Light and shadows	Light and shadows	Light and shadows	Light and shadows	Light and shadows	Light and shadows	Light and shadows
History				Look at a range of images that illustrate aspects of ancient Maya civilisation. Work in pairs to talk about what they can find and develop a list of questions that would form a basis for further research work.			

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<p>Geography</p>	<p>Use world maps and satellite images to locate Mexico, identifying which hemisphere it is in and the countries that surround it. Once found, draw a sketch map of the country, showing aspects of its human and physical geography, including major cities, surrounding seas, mountain ranges, airports, and tourist resorts.</p>		<p>Use maps, atlases and globes to locate the Chihuahuan Desert. Work in groups to learn about the animals and plant species found there; what the climate is like; the people who live there and the difficulties they face. Decide how they will present their research to others, and when feeding back, point out how this area differs from their own area.</p>	<p>Use a range of non-fiction books to find out about daily life in Mexico, especially what it's like for children of a similar age. Answer questions such as: What is a typical day like for a Mexican child? What are schools like? What meals do families like to eat? Compare life in cities to more rural areas. Compare their findings with the human geography of a region in the UK and one in Europe.</p>	<p>Locate some of the main cities of the ancient Maya civilisation (Uxmal, Chichén Itzá, Tulum, Tikal Guatemala, and Copán, Honduras) on a map of North America. Note their positions in relation to the Northern Hemisphere, the equator and countries of North America. Use Google Maps to zoom in on their location and describe any local geographical features. Use a range of sources to find out about regional climates.</p>		
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<p>Art/Design</p>	<p>Look at images of Día de los Muertos (Day of the Dead), celebrated from 31st October - 2nd November (All Hallows' Eve, All Saints' Day and All Souls' Day, in western Christian rituals). Use a range of materials to create a 3-D Day of the Dead skull. Paint with a range of beautiful patterns and bright colours.</p>		<p>Create amazing stone carvings like the intricate Maya stelae. Begin by looking at examples of the beautifully detailed stelae, sketching parts of their designs and looking particularly at patterns and shapes. Working in pairs, create a design that would transform a breeze block into a sculpture in the style of the Maya stelae. Before starting to carve, listen to a safety brief on how to use tools such as saws, rasps, chisels and hammers. Work with a professional artist, or in small groups with a parent or support assistant to carve their amazing designs.</p>		<p>Create BIG art! Use a 3-D animal former and, applying collage and painting techniques, decorate it with Mexican pattern work. Work together to take turns and add patterned details, using examples of Mexican craft art for inspiration.</p>		
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<p>Design and Technology</p>	<p>Read a range of recipes for traditional and contemporary Mexican fruit drinks and choose one to make. Make a shopping list for the ingredients needed. Write their own instructions and then follow them to make fruit punches. Enjoy tasting their own and others' drinks, discussing and evaluating which drinks they prefer and why. Suggest changes to ingredients they did not like in order to improve their punches. No Mexican party is complete without a refreshing drink!</p>	<p>Work with an adult to follow recipes and cook a range of savoury Mexican dishes. Make chilli, tacos, refried beans, tortillas, guacamole and burritos! Yum! Have a tasting morning, and invite parents to join in with the Mexican feast.</p>	<p>Find out about the Maya chocolate making process and then make their own chocolate. Follow an online recipe to make either solid chocolate or the more authentic Maya version which was a thick spicy drinking chocolate. Try adding orange zest, white chocolate buttons and even chilli to experiment with the taste and texture of the chocolate. Taste and enjoy!</p>	<p>Taste foods enjoyed and in some cases introduced to the world by the ancient Maya civilisation, including avocado, guacamole, tortilla, sweet potato, squash, papaya, a Horchata drink (a blend of milk, sugar, ground almonds and vanilla) and salsa. Consider whether the Maya diet was healthy and explain why.</p>	<p>Make a simple wind instrument out of junk materials, such as card, empty plastic bottles and cutting tools. Play their instruments as a group to see who can make the loudest, highest and longest sounds.</p>	<p>Enjoy a sweet Mexican treat, such as arroz con leche ice pops! Work with an adult to bring water, rice and sugar to the boil in a saucepan. Reduce the heat and simmer for 15-20 minutes until the rice is soft and the water has been absorbed. Mix the rice with whole milk and sweetened condensed milk. Pour the mixture into an ice mould and place in the freezer for at least two hours. Taste the results and share thoughts.</p>	
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Music	Search the web for images of graphic scores. Listen carefully to <i>El Jarabe Tapatio</i> and identify the instruments they hear. Draw each instrument in a list down the left side of a landscape piece of paper. Listen to the piece of music again and make a mark next to the relevant instrument when they hear it played. Listen to the bass line of the double bass and use percussion or a tuned instrument to keep in time. Repeat this for other instruments they can hear in <i>El Jarabe Tapatio</i> , including the trumpet!	Learn a traditional Mexican song such as the <i>La Cucaracha</i> , using Spanish lyrics where possible. Use a lyric sheet to learn and practice, covering up lines and saying aloud to learn and check. Over time, learn the whole song.	Listen to different examples of Maya music. Compare the different pieces and describe the sounds they hear. Choose a favourite piece and describe the emotions it provokes. Create 'glyphs' to symbolise its instruments and sounds. Use their glyphs to map the piece of music and try to recreate it with instruments and their voice.	Explore a range of instruments that use wind to create a sound, including flutes, pipes, whistles and ocarinas. Investigate how the instruments are designed to make sounds and discuss what features they have in common. Watch a musician play a wind instrument and ask questions about how they make different sounds.	Create a musical extravaganza and perform a rendition of <i>La Cucaracha</i> . Provide lyrics for parents and carers to join in and perform their Maya piece of music. Plan and practise their performances and create a programme for an audience.	Consider why music is so important to Mexican people. Describe what makes Mexico's traditional music so distinctive from traditional British music. Express an opinion on which they prefer and explain why.	
R.E	Thematic: How and why do believers show their commitments during the journey of life?	Thematic: How and why do believers show their commitments during the journey of life?	Thematic: How and why do believers show their commitments during the journey of life?	Thematic: How and why do believers show their commitments during the journey of life?	Thematic: How and why do believers show their commitments during the journey of life?	Thematic: How and why do believers show their commitments during the journey of life?	Thematic: How and why do believers show their commitments during the journey of life?

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ICT	Use web mapping technology such as Google Earth to explore Mexico from above. Visit the deserts, mountains or urban areas. Search the web for images, video clips, live webcams and current weather conditions. Draw comparisons with other areas of the world.		Use the web to find out more about the ancient Maya writing system. Find, cut and paste examples of the Maya 'glyphs' into a Word document. Divide their name into Maya syllables by finding them in a syllabary chart.		Use Google Maps to visit Maya landmarks, such as Chichén Itzá. Capture images from Street View and use simple language to describe key features of the landmarks. Type in their sentences into Google Translate and listen to the translation in Spanish. Record the translation and insert the the sound file with the image. Collect images of other interesting Maya places. Try translating common questions someone travelling in Mexico might ask.		
P.E.	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Swimming
PSHE	Core Theme 1- Health and wellbeing What choices help health? How can we stay healthy? How can we manage risk?	Core Theme 1- Health and wellbeing What choices help health? How can we stay healthy? How can we manage risk?	Core Theme 1- Health and wellbeing What choices help health? How can we stay healthy? How can we manage risk?	Core Theme 1- Health and wellbeing What choices help health? How can we stay healthy? How can we manage risk?	Core Theme 1- Health and wellbeing What choices help health? How can we stay healthy? How can we manage risk?	Core Theme 1- Health and wellbeing What choices help health? How can we stay healthy? How can we manage risk?	
French	Colours and body parts	Numbers 0-20	On the way to school	On the way to school	Weather	Likes and dislikes	
Other activities							