

*Pratts Bottom Primary School  
What we are learning this term*

*Class: Hedwig*

*Topic: Mayans*

*Term: Autumn*

*Curriculum Rationale:* At Pratts Bottom Primary School, we want our children to experience a broad, relevant and enriching curriculum that prepares them for the opportunities, responsibilities and experiences of adult life. This involves **learning about our own locality and its history** as well developing an **understanding of other UK and global communities** which are characterised by a **diversity of ethnicity, religious belief, culture and custom.**

*By the end of the topic the children will:*

- Have researched and learnt about Mayan lifestyle and culture, using primary and secondary sources.
- Have created a Mayan inspired mask.
- Have taken part in traditional Mayan games.
- Have learnt about and used the Mayan number and writing systems.

*High quality writing*

*Developing cultural awareness*

*Technical word list:*

*Please help your child to understand the meaning of these words and to spell correctly*

- Write a diary entry about daily life of either a noble Mayan child, or a Mayan commoner/farmer child.
- To write about different sources of evidence, inferring what they show about Mayan society.

- To study the Mayan civilisation, including their influence on the modern world, their Gods and beliefs and where they fit on a timeline.

- Cocoa
- Secondary source
- Primary source
- Ritual
- Codice/codex
- Syllabograms
- Logograms
- Glyph block

*High quality artwork linked to an artist*

*How to support the topic at home:*

- Create a Mayan inspired mask using papier mâché techniques.
- Create a piece of Mayan inspired artwork.

- Help children understand the technical words, particularly those about Mayan writing.
- Allow/encourage children to research the weekly topic further on computers/ipads. Evidence of extra research and learning at home will earn them team points!

<b>CORE subjects: How to help at home:</b>		
<b>English</b>	<b>Maths</b>	<b>Science:</b>
<p><b>By the end of the term we will the children will be able to:</b></p> <p>All writing topics will be based on one book that we will be studying this term.</p> <ul style="list-style-type: none"> <li>• Write an explanation text using technical language and a range of conjunctions.</li> <li>• Write a persuasive letter using direct address and modal verbs.</li> <li>• Write a diary entry focusing on character description and using relative clauses.</li> <li>• Write a poem focusing on setting description and using hyphens.</li> <li>• Write a suspense story using fronted adverbials.</li> <li>• Write a book review using powerful verbs in past tense.</li> </ul>	<p><b>By the end of the term we will the children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Have an understanding of place value in 3-digit (y3) and 4-digit (y4) numbers.</li> <li>• Count backwards through zero including negative numbers.</li> <li>• Round to the nearest 10, 100 or 1000.</li> <li>• Read roman numerals.</li> <li>• Add and subtract mentally.</li> <li>• Use formal column methods of addition and subtraction.</li> <li>• Estimate and use the inverse to check answers.</li> <li>• Recall and use the multiplication and division facts for the 3, 4 and 8 times tables (year 3), or all tables up to 12 x 12 (year 4).</li> <li>• Solve scaling and correspondence problems.</li> <li>• To use formal written methods of multiplication and division.</li> </ul>	<p><b>By the end of the term we will the children will be able to:</b></p> <p>States of matter</p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe and measure materials changing state when they are heated or cooled.</li> <li>• Identify the part played by evaporation and condensation in the water cycle.</li> </ul> <p>Electricity</p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity.</li> <li>• Construct a simple electrical circuit, identifying cells, wires, bulbs, switches and buzzers.</li> <li>• Identify whether or not a lamp will light in a simple series circuit.</li> <li>• Recognise that a switch opens and closes a circuit.</li> <li>• Recognise some common conductors and insulators.</li> </ul>
<p><b>How to help at home:</b></p> <ul style="list-style-type: none"> <li>• Discuss the different text types with children and their specific features.</li> <li>• Ensure children are using correct grammar (particularly the grammar focus of each topic) in their writing at home.</li> <li>• Encourage children to write their own versions of each text type.</li> <li>• Please ensure children do not read the book at home – this may spoil the surprise for them as we work through the book!</li> </ul>	<p><b>How to help at home:</b></p> <ul style="list-style-type: none"> <li>• Help with MyMaths homework where needed.</li> <li>• Secure the weekly maths learning with extra revision at home.</li> <li>• Practice times tables (there is a weekly times tables test, your child will progress through the tables).</li> </ul>	<p><b>How to help at home:</b></p> <p>States of matter</p> <ul style="list-style-type: none"> <li>• Explore the three states of matter at home with water – ice, drinking water and steam.</li> </ul> <p>Electricity</p> <ul style="list-style-type: none"> <li>• Test some conductors and insulators in the home. For example, explain that the metal on a saucepan is an excellent conductor which makes it well suited to its job!</li> <li>• Children can make a list of appliances they have at home that use electricity.</li> </ul>