

<b>Title: Marvellous Mayans</b>		<b>Term: Summer Term</b>	<b>Year Group: Year 5</b>
<b>British Values Rights: Respect / Liberty / Mayan Law</b>			
<b>Visits/Visitors: N/A</b>			
<b>Wow Starter: Art Activity - Mayan Masks</b>			
<p><b>Art:</b>  <b>Final outcome: Mayan Mask</b>  <b>Knowledge:</b> To be able to create a Mayan mask.  <b>Skills:</b> Create imaginative work from a variety of sources.</p> <ul style="list-style-type: none"> <li>• 3D work - describe the different qualities involved in modelling and construction.</li> <li>• Drawing - use a variety of source material for their work</li> <li>• Drawing - work in a sustained and independent way from observation, experience and imagination.</li> <li>• Drawing - use a sketchbook to develop ideas.</li> </ul>	<p><b>DT: Design and Make a Empanada (Healthy Eating) Mexican Street snack.</b>  <b>Skills &amp; Knowledge</b>                      -Know how to prepare a savoury dish safely and hygienically, including the use of a heat source.                      -Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading.                      -Know that recipes can be adapted to change the appearance, taste, texture and aroma.                      -Research different types of Empanada fillings and ingredients.                      Taste and evaluate Mexican food.                      -Design a healthy Empanada based on research and tasting.  <b>Final outcome:</b>  <b>Children create a Empanada that they prepare and cook to share with their family</b></p>	<p><b>History/Geography: History &amp; Geography</b>  <b>Knowledge:</b> To discover facts about the Maya Civilisation.                      To locate Central America and countries on a map.                      To explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.                      To explain what the Maya writing system consists of, how words are constructed and what codices are.                      To describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.                      To identify and use a range of evidence sources to help me understand more about the Maya civilisation.</p> <p><b>Skills:</b>                      Know and sequence key events of time studied                      Use relevant terms and period labels                      Make comparisons between different times in the past                      Study different aspects of different people –differences                      Begin to identify primary and secondary sources                      Use evidence to build up a picture of a past event                      Select relevant sections of information                      Use the library and internet for research with increasing confidence                      Recall, select and organise historical information                      Communicate their knowledge and understanding</p>	
<p><b>English links: Reading Comprehension - True and False Comprehension activities based pon Mayans Civilisation e-Book English book study: n/a</b>  <b>Cross-curricular writing opportunities: n/a</b>  <b>Additional texts/reading links: Maya Writing text</b></p>	<p><b>Maths links:</b>                      Mayan Number system</p>	<p><b>E-Safety:</b>                      Computing (use of iPads) - Copyright</p>	<p><b>Other curriculum links: music/computing/PSHE: Computing</b>  <b>Knowledge: To understand how to use Adobe Spark to create an information page on Chichen Itza.</b>  <b>Skills:</b></p>



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			<p>Maya Cities: On their Maya Map Activity Sheet the children label the following ancient Maya cities: Coba, Copan, Tikal, Tulum, Xunantunich, Chichen Itza, Uxmal, Palenque, Calakmul</p> <p>Cities Revealed: Show the location of the cities on the Lesson Presentation slide. Children can check their maps and amend where necessary</p> <p>Main Activity:                  Welcome to the Maya Area: Children complete an information guide                  Welcome to the Maya Area Activity Sheet about the ancient Maya people and where they lived.                  Silver: Writing frame and facts grid to help them to complete their guides.                  Gold: Writing frame to help them to complete their guides.                  Platinum: Complete guides themselves selecting and organising their own information.</p>		
History R.E	<p>Recall, select and organise historical information</p> <p>Select relevant sections of information</p> <p>Study different aspects of different people - differences</p>	<p><b>Lesson 2</b></p> <p>To explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</p>	<p>Lesson presentation – Gods and Religion</p> <p>A Central Belief System: Read the information about Maya religious beliefs. Ask children to think of any other religions or civilisations that have similar beliefs. Share and discuss ideas.</p> <p>Religious Rituals: Read the information. The children match up the rituals to their purposes</p> <p>Blood Letting: Read the information on this and the following slides about priests, festivals and the Maya world. Allow time for children to discuss the questions in groups and feedback their responses to the rest of the class.</p> <p>Maya Gods: Read the information about Maya gods and the following six slides. The children take notes about the gods – names and meanings, appearances and other facts or features to help them with their independent task</p> <p>God Fact-Files: Children use their notes to complete a fact-file containing information about some of the Maya gods using the Maya Gods Fact-File Activity Sheet. They could also research additional facts in information books or on the internet.</p> <p>Main activity:                  Silver: Children complete a fact-file about 2 gods, giving the following information: name, what they are the god of and any other features. They</p>	<p>SEN:                  Silver: Children complete a fact-file about 2 gods, giving the following information: name, what they are the god of and any other features. They then make up their own Maya god and complete a drawing and description for it.</p> <p>GDS:                  Platinum: Children create an information page about Maya gods and religion. They must provide an introduction to the Maya religion, information about Maya gods and details about 3 gods.</p>	<p>Lesson Presentation</p> <p>Maya Gods Fact-File Activity Sheet</p>

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			<p>then make up their own Maya god and complete a drawing and description for it.</p> <p>Gold: Children complete a fact-file containing information on the name and meaning, appearance and other facts about 4 Maya gods</p> <p>Platinum: Children create an information page about Maya gods and religion. They must provide an introduction to the Maya religion, information about Maya gods and details about 3 gods.</p> <p>Maya Gods and Religion Quiz: Children read and respond in pairs to the 5 quiz questions to see what they have remembered and learnt during the lesson. (You may choose to complete this as an independent activity for assessment purposes). Discuss the answers with the children afterwards and address any misconceptions. Children can then think of their own 3 questions about Maya gods and religion.</p>		
History Maths	Communicate their knowledge and understanding	<p><b>Lesson 3</b></p> <p>To look at the Maya number system.</p>	<p>Lesson Presentation – Maya Number System</p> <p>The Maya and Numbers: Read the introduction about the Maya number system.</p> <p>Number Symbols: Read the information on this and the shells, sticks and pebbles slide. In pairs the children look at the Maya numbers and try to work out what the symbols represent and how they think the system works. Reveal the symbol values on the next slide and discuss what the children have found out using the questions given</p> <p>Maya Numbers: Read the Maya numbers on this and the following slides. Discuss and explain how the system works where/when necessary. The children could practise writing some of the numbers.</p> <p>Larger Numbers: In pairs the children have a go at working out what the larger Maya numbers are. Reveal the answers and check for understanding. Address any misconceptions. (This activity can be used to determine which activity sheet the children attempt. Look for children who grasp the concept easily and are comfortable working with the larger numbers to complete the 0-5080 activity sheet.)</p> <p>Main Activity:</p> <p>Silver: Children complete the 0-19 Maya Number System Activity Sheet.</p> <p>Gold: Children complete the 0-399 Maya Number System Activity Sheet.</p> <p>Platinum: Children read Larger Maya Numbers Activity Sheet then complete the 0-5080 Maya Number System Activity Sheet.</p> <p>Maya Calculations: Ask the children to read and solve the calculation shown. Then challenge them to use the numbers from their activity sheets to write 3 addition or subtraction calculations of their own for their partner to solve. The children can work out each other's calculations and check the answers together.</p>	<p>SEN: Silver: Children complete the 0-19 Maya Number System Activity Sheet.</p> <p>GDS: Platinum: Children read Larger Maya Numbers Activity Sheet then complete the 0-5080 Maya Number System Activity Sheet.</p>	<p>Lesson Presentation</p> <p>Maya Number system activity sheet (differentiated)</p>

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<p>History English – Writing English – Reading Comprehension</p>	<p>Communicate their knowledge and understanding</p>	<p><b>Lesson 4</b> To explain what the Maya writing system consists of, how words are constructed and what codices are.</p>	<p>Lesson Presentation: Maya writing</p> <p>Maya Writing: Ask the children in pairs to discuss what they already know about Maya writing and what they would like to find out. Share ideas as a whole class.</p> <p>Maya Writing Fact Hunt: Display the Maya Writing Fact Cards around the classroom or hall so they can be easily seen, Children work in <i>mixed ability pairs</i> to find and read the information on the fact cards in order to complete the Maya Writing Fact Hunt Activity Sheet. When children have finished establish the correct answers as a whole class and allow children to share their own favourite facts.</p> <p>Codices: Read the introduction and the following slide about the Maya writing system</p> <p>Maya Writing Comprehension: The children complete the differentiated Maya Writing Comprehension Activity Sheet.</p> <p>Maya Hieroglyphs: Read the information about hieroglyphs and ask the children to try and match the logograms to their meanings.</p> <p>Logograms: The children complete the Logograms Activity Sheet drawing some of their favourite logograms and writing their meanings. They can also design and write about their own logogram.</p> <p>Syllabograms: Read the information on this and the following slides about syllabograms and how to use them to write Maya words. In pairs children experiment with combining different syllabograms to write the Maya word for jaguar: b’alam.</p>	<p>SEN: Differentiated Comprehension task.</p> <hr/> <p>GDS: Differentiated Comprehension task.</p>	<p>Maya writing fact cards</p> <p>Maya writing fact hunt activity sheet</p> <p>Logograms activity sheet</p> <p>Maya writing comprehension activity sheet.</p>
<p>History Geography Computing - iPads</p>	<p>Recall, select and organise historical information</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p><b>Lesson 5</b> To consider what we know about Chichen Itza and use the information to create an information page for tourists.</p>	<p>Children to use iPads to research information about Chichen Itza.</p> <p>Children to create a thinking page with information about Chichen Itza – chn to think about how to arrange their thinking page (think about titles for each page)</p> <p>Children to then use information on thinking page to create an ADOBE SPARK PAGE/BOOK CREATOR on Chichen Itza. Show children how to use ADOBE SPARK PAGE/BOOK CREATOR to produce their information page.</p> <p>Children to work in mixed ability pairs when researching information.</p>	<p>SEN: Mixed ability pairs - Research</p> <hr/> <p>GDS: Mixed ability pairs - Research</p>	<p>IPADS Information Books</p>
<p>History DT (Food tech)</p>	<p>Use evidence to build up a picture of a past event</p>	<p><b>Lesson 6</b> To describe a range of foods that were</p>	<p>Lesson Presentation – Food</p>	<p>SEN: Sort prepared statements and then use them to decide</p>	<p>Lesson Presentation</p>

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	<p>Make comparisons between different times in the past</p>	<p>eaten by the ancient Maya people and explain why certain foods were particularly significant.</p>	<p>Maya Food Anagrams: Introduce the topic to the children and ask them to work in groups to work out the anagrams for some Maya foods using the Maya Food Anagrams Activity Sheet. Feedback and discuss how/why they might have been eaten. Read the list of other Maya foods on the next slides about other foods. Ask children to create a Maya food inventory detailing the name of the foods, a picture and where possible (or through additional research) how the Maya people would have prepared and eaten it.</p> <p>Maize: Read the information about the significance of maize to the Maya people.</p> <p>Marvellous Maize! Children work in pairs to discuss the questions and think of all the reasons they can why maize was so important to the Maya people. Ask the children to feedback their ideas to the rest of the table and then to the class. Have children managed to recall all the relevant information?</p> <p>Chocoholics! Read the information about the significance of chocolate to the Maya people.</p> <p>Cool Cacao: Children work in pairs to discuss the questions and think of all the reasons they can about why chocolate was so important to the Maya people. The children feedback their ideas to the rest of the table and then to the class. Have children managed to recall all the relevant information?</p> <p>Corn Vs Chocolate: Use the differentiated Corn Vs Chocolate Activity Sheet. The children research the significance of these foods in more detail and decide which they think is more important. The activity concludes with a class debate. (The children could also be given the opportunity to make corn tortillas or hot chocolate using the traditional recipes provided and have a tasting session as part of the decision making process).</p> <p>Silver: Sort prepared statements and then use them to decide which food they think is most important.</p> <p>Gold: Research 5 reasons why corn is significant and 5 reasons why chocolate is significant. Use these to decide which they think is the most significant.</p> <p>Platinum: Research the significance of chocolate and corn and write a passage to describe the significance of one of the foods.</p>	<p>which food they think is most important.</p> <p><b>GDS:</b> Research the significance of chocolate and corn and write a passage to describe the significance of one of the foods.</p>	<p>Maya Food Anagrams activity sheet</p> <p>Corn Vs Chocolate activity sheet</p>
History		<b><u>Lesson 7</u></b>	Lesson Presentation – Exploration and Discovery	<b>SEN:</b>	Copan Display Photopack

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	<p>Study different aspects of different people - differences</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p>	<p>To identify and use a range of evidence sources to help me understand more about the Maya civilisation.</p>	<p>Understanding History: In pairs children discuss the following questions: How do we know about the history of our world? Who finds out? Where does the information come from? How accurate do you think our interpretation of the past is? How do we know about the Ancient Maya? As a whole class share and discuss responses. Address any misconceptions.</p> <p>Using Sources of Evidence: Read the information then children work in groups using the Using Sources of Evidence Activity Sheet to record as many different sources of evidence they can that could help us to understand more about the Maya.</p> <p>Parts of the Puzzle: Feedback children's ideas, looking at the examples of evidence on the next slide and helping children to identify primary and secondary sources</p> <p>Historical Picture Study: Give each child one of the 5 drawings Catherwood made in Copan from the Copan Display Photopack. Children answer the questions on the Historical Picture Study Activity Sheet then they carefully copy the drawing.</p> <p>Silver: Give children the drawing of the idol at Copan as they will already know some details about it from the Lesson Presentation. Children answer 5 questions about their picture</p> <p>Gold: Children answer 5 key questions about their picture</p> <p>Platinum: Children answer the 5 key questions about their picture plus 3 additional challenging questions</p> <p>More Maya Cities: Read the information about the exploration and discovery of other Maya cities. (You may wish to set your class the additional challenge of finding out about one of these cities.)</p>	<p>Silver: Give children the drawing of the idol at Copan as they will already know some details about it from the Lesson Presentation. Children answer 5 questions about their picture</p>	<p>Using sources of Evidence Activity Sheet</p> <p>Historical Picture Study Activity Sheet</p>
<p>New Comprehension activity to be included. Plan extended writing tasks- Non chronological report about Mayans</p>			<p><b>GDS:</b></p> <p>Platinum: Children answer the 5 key questions about their picture plus 3 additional challenging questions</p>		