

Chocolate & The Mayans

By the end of this topic we will...



RE

- Have described some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.
- Have described some ways in which Christian express their faith through hymns and modern worship songs.
- Have suggested at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.
- Have discussed links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.

PSHE

- Have understood that their actions affect themselves and others.
- Have Identified the importance of working towards shared goals.
- Have Developed strategies for getting support for themselves or for others at risk.
- Have identified that differences and similarities arise from a number of factors.
- Have understood the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').
- Know how to recognise bullying and abuse in all its forms.

History

- Have investigated how and when Europeans encountered the Mayan civilisation.
- Have explored how we know about the Mayan civilisation and their way of life.
- Have explored how Mayan society was organised and how this compares to modern society.
- Have found out about what the Maya believed in, including their religious rites and rituals.
- Have used a variety of sources to piece together what life was like for the Maya.
- Have explored the achievements of the Maya including their number systems and calendar.
- Have investigated the reasons behind the decline of the Mayan civilisation.

Art and DT

- Have investigated, compared and contrasted different types of packaging for chocolate, and their effectiveness on the consumer.
- Have Designed packaging for a new chocolate product from a chosen brief.
- Have evaluated their packaging designs with an option to do so through role play.
- Have recreated the Bonampak murals using pastels and 3D nets.

PE

- Have run at fast, medium and slow speeds, changing speed and direction and over a long distance
- Have linked running and jumping activities with some fluency, control and consistency.
- Have made up and repeated a short sequence of linked jumps
- Have taken part in a relay activity, remembering when to run.
- Have thrown a variety of objects, changing my actions for accuracy and distance
- Have e thrown in different ways and hit a target
- Have jumped in different ways

Computing

- Know what cyberbullying is
- Know the importance of keeping passwords safe
- Know how to stay safe online

Geography

- Have located where the Maya lived on a world map and the modern day countries and cities that are there now.
- Have used a variety of sources to explore the physical geography of Mesoamerica.
- Found out where in the world cocoa trees grow, and why they grow there.
- Have explored what happens to a cocoa pod once it is harvested, and how it is turned into a chocolate product. -
- Have compared and contrasted the life of a Ghanaian farmer with that of a British farmer.
- Understood and described the trade links that allow foods from around the world to be eaten in the UK.

Languages

- Have learnt to name and recall different fruits in French.
- Have learnt to say simple sentences about fruits in French.