



# Topic overview – Year 4/5/6 (CYCLE A)

Summer Term	
<b>Topic name</b>	<b>The Mysteries of the Maya</b>
<b>Big question</b>	Can we unravel an ancient mystery?
<b>Memorable experience</b>	Residential visit to Leicester Outdoor Pursuits Centre Summer performance
<b>Outdoor learning</b>	Light and shadow - investigations
<b>Linked books</b>	The Middle World - Jaguar Stones Rainplayer - David Wisniewski
<b>Reading aims</b>	<ul style="list-style-type: none"> <li>- Read books that are structured in different ways</li> <li>- Develop positive attitudes to reading</li> <li>- Ask and answer questions about texts</li> <li>- Infer, retrieve information, predict and summarise</li> </ul>
<b>Writing aims</b>	<ul style="list-style-type: none"> <li>- Non-chronological reports on Mayan Gods</li> <li>- Narrative writing based on 'Rainplayer'</li> <li>- Writing responding to reading – diaries/letters/character profiles</li> </ul>
<b>Speaking &amp; listening aims</b>	<ul style="list-style-type: none"> <li>- participate in and gain knowledge, skills and understanding associated with the artistic practice of drama</li> <li>- adopt, create and sustain a range of roles, responding appropriately to others in role.</li> </ul>
<b>Maths aims</b>	<ul style="list-style-type: none"> <li>- Measurement, including money, time, converting units, volume</li> <li>- Statistics</li> <li>- Geometry, including position/direction, properties of shape</li> <li>- Consolidation/revision of concepts</li> </ul>
<b>Science aims</b>	<p><b>Physics - Light</b></p> <ul style="list-style-type: none"> <li>- Know how light travels</li> <li>- Understand reflections</li> <li>- Understand how shadows are formed and what affects the length/position of shadows</li> <li>- Ray models of light</li> <li>- Know how we see - the human eye and its parts</li> </ul>
<b>History aims</b>	<p><b>Mayan Civilisation</b></p> <ul style="list-style-type: none"> <li>- use timelines to place periods of history and show significant times or events.</li> <li>- explain how past events have shaped our lives today.</li> <li>- summarise main events and verbalise how Britain has changed (from the Mayan influence).</li> <li>- contrast and compare historical periods.</li> <li>- appreciate how historical artefacts help us to understand the past.</li> </ul>
<b>Geography aims</b>	<p><b>Whilst studying the Mayans:</b></p> <ul style="list-style-type: none"> <li>- children will understand geographical similarities and differences through the study of human and physical geography of a region within North America</li> <li>- children will be able to describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>- children will be able to understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a Europe, and a region within North America</li> </ul>
<b>DT aims</b>	<p><b>Monitoring Devices</b></p> <ul style="list-style-type: none"> <li>- Describe what is meant by monitoring devices and provide an example.</li> <li>- Explain briefly the development of thermometers from thermoscopes to digital thermometers.</li> <li>- Research a chosen animal's key information to develop a list of design criteria for an animal monitoring device.</li> <li>- Write a program that monitors the ambient temperature and alerts someone when the temperature moves from a specified range.</li> <li>- Identify errors (bugs) in the code and ways to fix (debug) them.</li> </ul>
<b>Art and design aims</b>	<p><b>Making Memories – 3D sculpture</b></p> <ul style="list-style-type: none"> <li>- Discuss the work of artists, appreciating different styles</li> <li>- Suggest ways to express memories through imagery, shape and colour</li> <li>- Use sketchbooks to form an idea and plan for a sculpture</li> <li>- Successfully translate plans to a 3D sculpture</li> <li>- Reflect on successes and personal development</li> </ul>
<b>Music aims</b>	<p>Singing for the Summer performance</p> <p><b>Music and Technology(Y6unit1)</b></p> <ul style="list-style-type: none"> <li>- Improvise and compose music for a range of purposes</li> <li>- Use and understand staff and other musical notations</li> <li>- Play and perform using voice and instruments with increasing accuracy</li> </ul>



Summer 1 and 2

<b>Computing aims</b>	<p><b>Digital literacy (e-safety)</b></p> <ul style="list-style-type: none"> <li>- To explore the impact and consequences of sharing online</li> <li>- To explain why lots of people sharing the same opinions and beliefs online doesn't make it true.</li> </ul> <p><b>Programming - an introduction to Python</b></p> <ul style="list-style-type: none"> <li>- To tinker with a new piece of software</li> <li>- To understand nested loops</li> <li>- To understand basic commands</li> <li>- To use loops when programming</li> <li>- To understand the use of random numbers</li> </ul>
<b>PSHE aims</b>	<p><b>Summer 1</b> <b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- To understand what relaxation feels like</li> <li>- To develop a growth mindset and understand that mistakes are useful</li> <li>- To understand the purpose of failure</li> <li>- To reflect on skills they have developed to identify and respond to difficult situations</li> <li>- Learn how to set short-term, medium-term and long-term goals</li> <li>- To identify long term goals and how to work towards them</li> </ul> <p><b>Summer 2</b> <b>Safety and my changing body</b></p> <ul style="list-style-type: none"> <li>- To understand that age restrictions are designed to protect us</li> <li>- To understand the benefits and risks of sharing material online</li> <li>- To begin to understand some issues related to online friendships including the impact of their actions</li> <li>- To learn about staying safe online</li> <li>- To start to become a discerning consumer of information online)</li> <li>- To understand that online relationships should be treated in the same way as face to face relationships</li> </ul> <p><u>All</u></p> <ul style="list-style-type: none"> <li>- prepare to transition to a new year group/ school</li> </ul> <p><b>RSE will be taught to each year group individually and information will be sent home separately about the topics covered</b></p>
<b>PE aims</b>	<p><b>Cricket and rounders:</b></p> <ul style="list-style-type: none"> <li>- Children will be able to use a small range of sending, receiving and travelling techniques with varied control</li> <li>- Children will know and apply the basic strategic and technical principles of various games and adapt to different situations</li> <li>- Children will be able to choose and use information to evaluate their own and others' work</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>- Children will be able to throw with accuracy</li> <li>- Children will develop their ability to be controlled when taking off and landing in a jump</li> <li>- Children will combine running and jumping</li> <li>- Children will know the basic principles of warming up</li> <li>- Children will evaluate their own and others' performance</li> </ul>
<b>RE aims</b>	<p><b>For Christians, when Jesus left, what was the impact of Pentecost?</b></p> <ul style="list-style-type: none"> <li>- Make clear links between the story of Pentecost and Christian beliefs about the Kingdom of God</li> <li>- Give examples of what Pentecost means to some Christians now</li> <li>- Make links between the Kingdom of God in the Bible and what people believe about following God today</li> </ul> <p><b>How and why do people mark the significant events of life?</b></p> <ul style="list-style-type: none"> <li>- Identify some beliefs about love, commitment and promises in two religious traditions</li> <li>- Describe what happens in ceremonies of commitment (e.g. marriage, baptism)</li> <li>- Raise questions and suggest answers about whether it is right for everyone to see life as a journey</li> <li>- Give good reasons why they think ceremonies of commitment are or are not valuable today.</li> </ul>
<b>Foreign language aims</b>	<p><b>KS2 – children will develop accurate pronunciation and intonation so that others understand when they are reading aloud</b></p> <ul style="list-style-type: none"> <li>- children will present ideas and information orally to a range of audiences</li> </ul> <ul style="list-style-type: none"> <li>- Numbers to 50</li> <li>- Clothing (including opinions)</li> <li>- Plants and animals of the garden</li> <li>- Food and drink, including restaurant role play</li> <li>- Directions</li> <li>- Holidays</li> </ul>