



## Year 5/6 Medium Term Plan - Mexico



<b>Term</b>	Autumn 1	
<b>Key text</b>	Holes by Louis Sachar	
<b>Key Vocabulary</b>	Mayans, civilization, ancient, AD/BC, sustainability, trade, compare	
<b>Overarching objectives</b>	<ul style="list-style-type: none"> <li>- History - Make comparisons between aspects of periods of history and the present day</li> <li>- Geography - Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</li> </ul>	
<b>Curriculum coverage and content</b>		
<b>Key Theme</b>	<b>Subjects covered within theme</b>	<b>Curriculum content covered within theme</b>
Who were the Mayans? <ul style="list-style-type: none"> <li>• Explore where they lived</li> <li>• Compare to Vikings</li> <li>• Mayan achievements – chocolate</li> </ul>	History	<ul style="list-style-type: none"> <li>- Make comparisons between aspects of periods of history and the present day</li> <li>- Use dates to order and place events on a timeline</li> <li>- Describe a non-European society that provides contrasts with British history - Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul>
	Geography	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</li> <li>- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- 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>- Understand why people seek to manage and sustain their environment</li> </ul>
	ICT	<ul style="list-style-type: none"> <li>- Be discerning when evaluating digital content</li> </ul>
Mayan cities and temples compared to Britain today	History	<ul style="list-style-type: none"> <li>- Make comparisons between aspects of periods of history and the present day</li> <li>- Make confident use of a variety of sources for independent research</li> <li>- Evaluate the usefulness of a variety of sources</li> <li>- Understand that the type of information available depends on the period of time studied</li> </ul>

Day of the dead <ul style="list-style-type: none"> <li>• Mayan masks for the fiesta</li> <li>• Traditional decorations for the fiesta</li> <li>• Mexican dance</li> <li>• Mexican fiesta</li> </ul>	Art	<ul style="list-style-type: none"> <li>- Experiment with using layers and overlays to create new colours/textures</li> <li>- Select ideas based on first hand observations, experience or imagination and develop these through open ended research</li> <li>- Evaluate his/her work against their intended outcome</li> </ul>
	P.E.	<ul style="list-style-type: none"> <li>- Perform dances using a range of movement patterns</li> <li>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
	Music	<ul style="list-style-type: none"> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>
Animals including humans	Science – Discrete	<ul style="list-style-type: none"> <li>- Describe the changes as humans develop to old age</li> <li>- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>
Online Safety	ICT – Discrete	<ul style="list-style-type: none"> <li>- Understand the need to only select age appropriate content</li> <li>- Use technology respectfully and responsibly</li> <li>- Identify a range of ways to report concerns about content and contact in and out of school</li> </ul>
French Year 5 – getting to know you Year 6 – let’s visit a French town	French	<ul style="list-style-type: none"> <li>- Take part in conversations and express simple opinions giving reasons</li> <li>- Create his/her own sentences using knowledge of basic sentence structure</li> <li>- Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</li> <li>- Begin to use intonation to differentiate between sentence types</li> <li>- Learn a song or poem using the written text for support</li> </ul>
PSHE	Year 5 – TEAM Year 6 – Think Positive	See curriculum