HISTORY
Outcome: children will learn about the life of the Maya. They should be able to:
- Place events chronological order, in comparison to events/periods previously studied.
- Select their knowledge of history and communicate in a variety of ways by using every day historical terms.
- Understand how our knowledge of the past is constructed from a range of sources.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
- Compare beliefs and behaviour with another time previously studied.
- Note connections, contrasts and trends over time.
- Know key dates, characters and events of time studied.

DESIGN/ DT
Outcome: children will create their own Mayan inspired drink.
- Use information on food labels to inform choices.
- Research, plan and prepare a drink, apply their knowledge of ingredients and their technical skills.

The Maya

GEOGRAPHY
Outcome: children will learn about South and Central America. They should be able to:
- Locate the World's countries, with a focus on the Americas, concentrating on their environmental regions, key physical and human characteristics.
- Describe and understand key aspects of physical and human geography of a region within the Americas.
- Use maps, atlases, globes and digital/computer mapping to locate countries and evaluate the location and features studied.
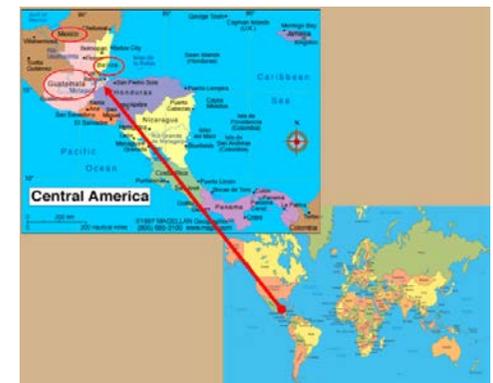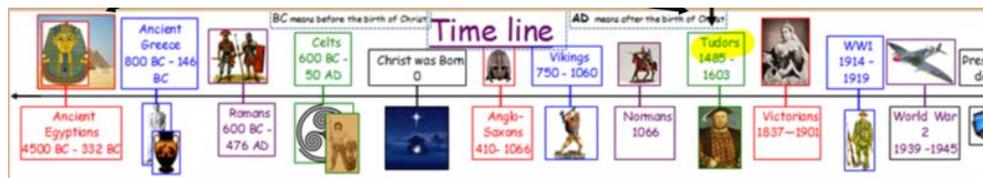
COMPUTING
Outcome: children will use digital media and other applications as part of their cross-curricular work.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

This half term we will also be learning:

ENGLISH – Narratives: Myths and Legends
Outcome: children will write a myth. They should be able to:
- Increase their familiarity with a wide range of books, including myths.
- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation.
- Use expanded noun phrases to convey complicated information concisely.
- Use commas to clarify meaning or avoid ambiguity in writing.
- Use semi-colons, colons or dashes to mark boundaries between independent clauses

Outcome: children will write balanced arguments. They should be able to:
- Consider and evaluate different viewpoints
- Discuss ideas and ask relevant questions to further their understanding of a subject
- Understand the structure and language used in a discussion text.

MATHS
Outcome: children will learn about negative numbers, sequencing and algebra. They should be able to:
- Use simple formulae and express missing number problems algebraically
- Generate and describe linear sequences
- Find missing numbers in an equation, considering variables.

Outcome: children will learn about decimals and percentages. They should be able to:
- Associate a fraction with division and calculate decimal fraction equivalents
- Identify the value of each digit in numbers given to three decimal places
- Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- Use written division methods in cases where the answer has up to two decimal places
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

LANGUAGES
Outcome: children will continue their studies in French, building on the skills learnt last term with a focus on:
- Telling the time
- Daily routines
- Hobbies, sports and subjects
- French stories

SCIENCE – Biology: Plants and Animals
Outcome: children will learn about living things and their habitats. They should be able to:
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and living things/animals based on specific characteristics

The children will also learn and apply working scientifically skills during their science lessons:
- Take measurements using a range of scientific equipment
- Record data and results of increasing complexity using scientific diagrams, tables, scatter graphs, bar and line graphs
- Report and present findings from enquiries including conclusions, causal relationships and explanations in oral and written forms
- Identify scientific evidence that has been used to support or refute ideas or arguments

RE – Hinduism: The Community and Mandir
Outcome: children will study Hinduism. They should be able to:
- Make connections between stories about e.g. Krishna and Rama, and the Hindu belief that God overcomes evil
- Understand that Hindus believe that God is in many diverse forms e.g. Krishna, Rama, Lakshmi, Ganesha
- Understand how service (seva) shows devotion to God
- Make connections between Hinduism and other religions
- Make connections between devotion to God and how this is expressed in worship in the Hindu home and Mandir
- Make connections between the belief that God is in everyone and everything and how that impacts on Hindus should live their lives
- Make connections between the themes of Hindu narratives e.g. the struggles to overcome evil
- Understand the importance of the Mandir to the Hindu community.

MUSIC – Performance: Growth
Outcome: children will study a unit called 'Growth' with encompasses Street Dance Performance. They should be able to:
- Feel and move to a three-beat pulse and revising rhythmic ostinato
- Perform and improvise rhythmic and melodic ostinato
- Sing in harmony
- Understand simple chords
- Perform their own compositions of music and dance
- Revise, rehearse and develop music for performance
- Understanding the process of a musical performance

PSHE – Wellbeing: Mental Health
Outcome: children will study mental wellbeing. They should know:
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.
- That it is common for people to experience mental ill health.
- Where and how to seek support if they are worried about their own or someone else's mental wellbeing.

PE – Gymnastics: Matching and Mirroring
Outcome: children will study gymnastics. They should be able to:
- Perform a sequence consisting of at least 8-10 elements
- Perform different types of balance and counter-balance
- Understand and explain the terms matching and mirroring
- Develop a sequence to include additional balances and fluent linking movements
- Watch a performance, explain what has happened and what went well
- Evaluate their own performance and identify next steps
- Lead a simple warm up and explain reasons for their chosen method
- Understand the importance of a warm up and how gymnastics can help us to be healthy
- Work with others to agree a safe apparatus set up and be able to create a long sequence that uses the apparatus and floor
- Show control and fluency in their work, as well as making the sequence interesting through variety in shape, pathways and use of speed

COMPUTING – E-safety: Cyber-bullying and Computer Science: Programming and Coding
Outcome: children will learn about keeping themselves on-line. They should be able to:
- Understand that cyber-bullying is a form of bullying
- Explain what to do if they experience online bullying
- How to keep themselves online using SMART
- Understand the age restrictions and the risks associated with social media sites and online applications

Outcome: children will learn how to use programming software and create codes (algorithms). They should be able to:
- Investigate and evaluate the features of programming software
- Design, write and debug programs that accomplish specific goals
- Use logical reasoning to explain how some simple algorithms work
- Detect and correct errors in algorithms and programs
- Solve problems by decomposing them into smaller parts