

**Y3/4 Cycle B Summer Term 1 MTP: Mayan Civilization**

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
History	<p><b>Who discovered the Mayan Civilization and what do these discoveries tell us?</b></p>	<p><b>What was the purpose of the Mayan pyramids and temples?</b></p>	<p><b>What did the Mayans believe?</b></p>	<p><b>What methods did the Mayans use for farming?</b></p>	<p><b>What did the Mayans trade and why?</b></p>	<p><b>The Mayan Civilization: How did it compare to other ancient civilizations?</b> <b>ASSESSMENT</b></p>
	<ul style="list-style-type: none"> <li>✓ To know that John Lloyd Stephens was an archaeologist who was the first to document Mayan ruins and that Frederick Catherwood drew and depicted the site.</li> <li>✓ To know that the Mayans and Ancient Egyptians were both Ancient Civilisations and to know how they relate to one another on a timeline.</li> <li>✓ To know similarities and differences between the Mayan and Ancient Egyptian Civilisations by interpreting a range of historical sources.</li> <li>✓ To know how to use a range of sources to develop historically valid questions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know the key features and purpose of Mayan pyramids.</li> <li>✓ To know the similarities and differences between the features and purpose of Mayan pyramids and Ancient Egyptian pyramids.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that the Mayans were Pagans who worshipped many deities, who each represented different aspects of life.</li> <li>✓ To know similarities and differences between the beliefs of the Mayans and The Vikings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know the key features of Mayan farming techniques.</li> <li>✓ To know the similarities and differences between farming in the Mayans and Ancient Egyptian Civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know the types of goods that the Mayans traded and to understand the purpose for trading these times.</li> <li>✓ To gain knowledge of why the Mayans traded using evidence from historical sources.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know the similarities and differences between the social, cultural and religious aspects of Mayan life compared to the other Ancient Civilisation studied.</li> </ul>
Science	<p><b>How are sounds made?</b></p>	<p><b>How does sound travel?</b> <b>SESSION 2A</b></p>	<p><b>How does sound travel?</b> <b>SESSION 2B</b></p>	<p><b>How can we change volume?</b></p>	<p><b>How can we change pitch?</b></p>	
	<ul style="list-style-type: none"> <li>✓ To know sound is a type of energy.</li> <li>✓ To know that sound is caused by something vibrating.</li> <li>✓ To make careful and systematic observations to collect relevant data to answer a question. (WS)</li> <li>✓ To record findings from scientific enquiries using drawings, labelled diagrams, keys, bar charts and tables, with support. (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that sounds travel through a medium to the ear.</li> <li>✓ To plan which measurements and standard units (if applicable) to use to gather relevant data. (WS)</li> <li>✓ To gather data from scientific enquiries using notes, simple tables, and standard units. (WS)</li> <li>✓ To analyse findings from scientific enquiries to find answers to a question. (WS)</li> <li>✓ To identify patterns and relationships from data and observations from science enquiries. (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that the further the distance from a sound source, the fainter the sound, due to weaker vibrations.</li> <li>✓ To structure questions to be answered in a scientific enquiry. (WS)</li> <li>✓ To select, with support, the most appropriate type of scientific enquiry to answers a question e.g. simple fair test, criteria for grouping, sorting and classifying, comparative test etc. (WS)</li> <li>✓ To use a range of equipment appropriately, including data loggers (e.g., Lux meters) to collect relevant data. (WS)</li> <li>✓ To gather data from scientific enquiries using notes, simple tables and standard units. (WS)</li> <li>✓ To analyse findings from scientific enquiries to find answers to a question. (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that the volume of a sound is how loud or how quiet it is.</li> <li>✓ To know that stronger vibrations create a louder sound.</li> <li>✓ To structure questions to be answered in a scientific enquiry. (WS)</li> <li>✓ To select, with support, the most appropriate type of scientific enquiry to answers a question e.g. simple fair test, criteria for grouping, sorting and classifying, comparative test etc. (WS)</li> <li>✓ To explain what needs to stay the same and what is changing in comparative and fair tests. (WS)</li> <li>✓ To plan which measurements and standard units (if applicable) to use to gather relevant data. (WS)</li> <li>✓ To record findings from scientific enquiries using drawings, labelled diagrams, keys, bar charts and tables, with support. (WS)</li> <li>✓ To draw simple conclusions from results and observations to answer a question. (WS)</li> <li>✓ To identify patterns and relationships from data and observations from science enquiries. (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that pitch is how high or low a sound is.</li> <li>✓ To draw simple conclusions from results and observations to answer a question. (WS)</li> <li>✓ To identify patterns and relationships from data and observations from science enquiries. (WS)</li> <li>✓ To identify similarities, difference and changes in data and observations. (WS)</li> </ul>	
D&T	<p><b>What sewing skills can we use?</b> <b>SESSION 1A</b></p>	<p><b>What sewing skills can we use?</b> <b>SESSION 1C</b></p>	<p><b>What is a hem?</b></p>	<p><b>What are gathers and knife pleats?</b></p>	<p><b>How can we use our skills to create a textile?</b> <b>SESSION 4A</b></p>	<p><b>How can we use our skills to create a textile?</b> <b>SESSION 4B</b> <b>DOUBLE SESSION</b></p>
	<ul style="list-style-type: none"> <li>✓ To know that Oswald Boateng is a British designer who mainly designs tailored clothing.</li> <li>✓ To know how to thread a needle.</li> </ul>	<ul style="list-style-type: none"> <li>✓ [To sew using back stitch, running stitch and catch stitch.]</li> <li>✓ [To use their knowledge of back stitch and running stitch to annotate sketches to record differences in technique.]</li> <li>✓ [To use knowledge of back stitch, catch stitch and running stitch to identify strengths and limitations of these as joining techniques.]</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how fabric can be cut in different ways to prevent fraying and to create different aesthetic results.</li> <li>✓ To know that a hem should be hidden.</li> <li>✓ To know how to create a prototype and apply these to hems.</li> <li>✓ To know different ways of folding material (e.g., knife pleat and gathers).</li> </ul>	<ul style="list-style-type: none"> <li>✓ [To know what a mock up is and create one.]</li> <li>✓ [To know how to create a prototype] and apply this to creating prototypes for knife pleats and gathers.</li> <li>✓ [To know how to use pins to join materials before stitching.]</li> <li>✓ [To know different ways of folding material (e.g., knife pleat and gathers).]</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how to apply knowledge of techniques to a design brief.</li> <li>✓ To apply mathematical knowledge of measurement ratios to create a template that is to scale.</li> <li>✓ To use knowledge of sewing techniques to create annotated sketches for a design brief.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use subject specific language to compare and contrast their design with their peers.</li> <li>✓ [To know how to use pins to join materials before stitching.]</li> <li>✓ To sew using back stitch, running stitch and catch stitch.</li> <li>✓ [To know different ways of folding material (e.g., knife pleat and gathers).]</li> </ul>

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	<p>What sewing skills can we use?</p> <p><b>SESSION 1B</b></p> <ul style="list-style-type: none"><li>✓ To sew using back stitch, running stitch and catch stitch.</li><li>✓ To use their knowledge of back stitch and running stitch to annotate sketches to record differences in technique.</li><li>✓ To use knowledge of back stitch, catch stitch and running stitch to identify strengths and limitations of these as joining techniques.</li></ul>	
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