

## SCIENCE:

Life cycles of a mammal, amphibian, insect and a bird  
**reproduction in some plants and animals**

### Forces

Understand Gravity, Identify the effects of air resistance, water resistance and friction, that act between moving surfaces  
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

## HISTORY:

Describe everyday lives, events and changes in history, identifying key features of and form opinions on **The Mayan civilization**

## GEOGRAPHY:

Name and locate the UK countries and cities  
Name and locate geographical regions of the UK and their human and physical characteristics.  
Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.  
Use the eight points of a compass.  
Use symbols and keys to build knowledge of the UK and wider world

## COMPUTING:

### Control systems

Sequences to turn external devices on and off  
Detecting errors

### IT

Generate, amend and combine visual media from different sources for a specific task or audience.

### Digital literacy

Identify a range of ways to report concerns about content and contact.  
Know where to find copyright free images and audios.

## DESIGN TECHNOLOGY:

### Design and construct a moving toy:

Understand how mechanisms such as cams, pulleys and gears can create movement.

## ART:

### Drawing: Perspective Painting

#### Create a portrait.

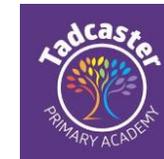
- Understand the work of portrait artists, photographers and sculptors.
- Use measuring to create a self portrait in proportion.
- Use paints to add colour and texture to the portrait.

#### Mayan Art

- To look at the art of the Mayan civilization
- Create masks using 3D modelling techniques. Card, Paper and Modroc/ paper mache.
- Decorate using Mayan patterns and colours.

Evaluate.

## Time Travellers



TEAM NEPTUNE - CYCLE ONE 2021-22 TOPIC PLAN

## RE:

### What do religions say to us when life gets hard?

Questions and suggest some answers about life, death, suffering, and what matters most in life  
simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation  
ideas about how and why religion can help believers when times are hard, giving examples  
Outline Christian, Hindu and/or nonreligious beliefs about life after death  
Explain some similarities and differences between beliefs about life after death  
Explain some reasons why Christians and Humanists have different ideas about an afterlife

**Key Vocabulary**  
Proportion, sketch, measure, line variation. Ovals, semi-circles. Water-colour, colour mixing, washes, varied brush strokes.  
Model, sculpt, structure.

**MUSIC:**

**Listening - Oasis, Mozart, James Brown, Mussorgsky.**

**Singing - High Low Chickalaw, Oh Danny Boy, Rocky Mountain.**

**Notation - Begin to relate notes played on Boomwhackers to written notation on the stave.**

**Composition and Improvisation - working in groups to create pieces based on weather.**

**PE:**

Invasion Games: tag Rugby, Football Skills, Attack v Defence.

**GERMAN:**

**Recap prior learning**  
eg numbers

Fruit

Weather

Breakfast

Months

Birthday

Weekdays 1 with Months

Weekdays 2 with Activities

**PHSE/SMSC:**

**Relationships :**  
**Families and people who care for me**

**Respectful relationships**

**Caring friendships**

**Privacy & boundaries**

**Feeling safe**

**Self-respect**

**Prejudice & discrimination**

**Secrets**

**Attraction**

**WOW MOMENTS, EXPERIENCES AND TRIPS:**

Sampling Maya-style Chilli chocolate; Geography Field Trip (postponed) to support map work and physical geography

**KEY TEXTS:**

When the Sky Falls Phil Earle, Greenling, Room 13

**WEBLINKS:**

<https://www.dkfindout.com/uk/history/mayans/>

<https://planbee.com/blogs/news/maya-facts-for-ks2-children-and-teachers>

[https://www.ducksters.com/history/aztec\\_maya\\_inca.php](https://www.ducksters.com/history/aztec_maya_inca.php)

<https://www.mayaarchaeologist.co.uk/school-resources/maya-world/>

<https://mayas.mrdonn.org/clothing.html>

<https://mayas.mrdonn.org/>

<https://mayas.mrdonn.org/myths.html>

**[Core British values](#)**

**[DFE: Promoting fundamental British values](#)**

**[Books for topics - British values](#)**

**[The linking network - lessons that promote British values](#)**