

SUMMER TERM 2017 - PLANNING GRID - YEAR 3



HISTORY



- ~ Make a **timeline** to show where the **Maya Civilisation** fits in alongside other known periods - e.g. Stone Age; Ancient Egyptians.
- ~ Find out about key aspects of the Maya Civilisation:
 - e.g. ~ Ancient Cities & Buildings (e.g. Chichen Itza; Great Temple)
 - ~ Structure of Society
 - ~ Gods & Beliefs (Link to **RE**).
 - ~ Number System & Calendar (Link to **Maths**)
 - ~ Writing & Codices
 - ~ Medical knowledge & practices
 - ~ Daily life, houses, food, etc. - compare to our own.
- ~ Find out about the **collapse** of the Ancient Maya Civilisation.
- ~ Learn about **discovery** of Maya ruins by explorers in 1800s.
- ~ Discuss sources of historical evidence & their reliability.
 - e.g. Look at drawings by artist/explorer **Frederick Catherwood**.



ART AND DESIGN

- ~ Design & paint **Mexican blankets**.
- ~ Create own Mexican **mola** designs.
- ~ Design & make own piece of **Mexican tin art**.
- ~ Make a Mexican folk art mirror.
- ~ Paint **rainforest animals** in style of artist **Oenone Hammersley**.
- ~ **Pastel drawings** of rainforest animals.
- ~ **Collage** pictures of Mexican lizards.
- ~ **Weave** a Mexican 'Eye of God'.
- ~ Design & make **Maya masks & headdresses**.



DESIGN & TECHNOLOGY

- ~ Make **tortillas, salsa & Maya hot chocolate**.
- ~ Design & make **rainsticks & maracas** (Link to **Music**).



MUSIC

- ~ Listen & respond to examples of music from Mexico.
- ~ Find out about Mexican music & musical instruments.
- ~ Learn & perform 'I Wanna Be Like You' - from 'The Jungle Book'
- ~ Create & perform own rainforest music.



COMPUTING

- ~ Develop internet skills through topic-related research.
- ~ Consider trustworthiness of information found online.
- ~ Produce a PowerPoint presentation about an aspect of topic work, including sound effects - e.g. animals of the rainforest.
- ~ Create Maya-inspired repeating patterns using ICT.
- ~ Reinforce aspects of e-safety.

SCIENCE (Link to Geography):

Plants:

- ~ Explore the functions of different parts of **flowering plants**.
- ~ Investigate the requirements of plants for **life and growth**.
- ~ Investigate **transport of water** in plants.
- ~ Find out about **life cycles** of flowering plants.
- ~ Research **rainforest plants** & their adaptations for survival.



Animals (including Humans):

- ~ Investigate the importance of **nutrition** to animals & humans.
- ~ Investigate **food chains** & establish that animals' nutrition comes from what they eat, as they can't make their own food.
- ~ Find out about **skeletons and muscles** in humans & a range of animals - look at roles of **support, movement & protection**.
- ~ Research **rainforest animals** & their adaptations for survival.



MAGNIFICENT MEXICO MIGHTY MAYANS & RESPLENDENT RAINFORESTS



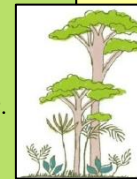
ENGLISH

Non-Fiction Writing (Link to History):

- ~ Research aspects of topic, take notes & write a **report**.
- ~ Write **instructions** - e.g. How to make Mexican hot chocolate.
- ~ Write an **information leaflet** about the rainforest layers.
- ~ Write a **persuasive argument** for saving the rainforest.

Narrative Writing (Link to History):

- ~ **Retell** the Mayan story of 'The Hero Twins' in own words.
- ~ Write a **setting description** for a rainforest story.
- ~ Look at Rudyard Kipling's '**Just So**' stories & write own story about how a chosen rainforest animal came to be.



Poetry Writing (Link to History):

- ~ Write topic-related **poems**.

Reading:

- ~ Discuss texts in depth, in regular guided reading sessions.
- ~ Develop summarising & questioning skills, using range of texts.
- ~ Read, enjoy & share a range of texts, including poems.



Talking & Listening:

- ~ Develop skills for quality discussions across the curriculum.
- ~ Prepare & present talk to class about a hobby or special event.

Spelling, Grammar & Handwriting:

- ~ Continue to develop skills weekly, supported by homework.

GEOGRAPHY

- ~ Identify the position & significance of the **Equator, Northern & Southern Hemispheres** & the **Tropics**.
- ~ Locate the **Americas**, then **Mexico**, its capital city & major features on maps, atlases, globes & computer mapping.
- ~ Study a village in Mexico (e.g. the village of **Tocuaro**) & **compare features & lifestyle** to our own.
- ~ Locate Mexico's **rainforests** & relate to **position & climate**.
- ~ Investigate **key features of rainforests**, including flora, fauna, people & the importance of trying to preserve them.



MATHS

- ~ Investigate ancient **Maya number system** (Link to **History**)
- ~ Investigate **fractions** (focus on unit fractions & non-unit fractions with small denominators) - e.g. tenths; equivalence; compare & order; add & subtract; fractions of sets of objects.
- ~ Investigate **length** (m/cm/mm), **mass** (kg/g) & **volume** (l/ml).
- ~ Continue to practise **multiplication tables** regularly.
- ~ Further develop skills in **telling the time**.
- ~ Reinforce all +/÷/x/÷ skills & use in **problem solving**.

RE

- ~ Read/discuss Ancient Mayan **creation story**.
- ~ Research **Mayan gods & beliefs** (Link to **History**).
- ~ Find out about the **Mexican Day of the Dead**.
- Christianity:**
 - ~ Read/discuss some of the parables of Jesus.



PE

- ~ Create and perform **rainforest dance** (Link to **History/Music**).
- ~ Learn about/play Maya game of **Pok-a-tok** (Link to **History**).
- ~ **Gymnastics** (with Miss Moorhouse)
- ~ **Tennis**
- ~ **Athletics/School Sports**

P4C / PERSONAL, SOCIAL & HEALTH EDUCATION

- ~ Participate in regular **P4C** sessions, working to develop sense of enquiry, reflection and thoughtfulness.
- ~ Explore **feelings**, in the context of friendships.
- ~ Learn about **balanced diet** & the importance of **nutrition & healthy lifestyle** (Link to **Science**).