

Topic: Who were the Mayans?



Year 3 Spring Term 2 Curriculum Map
2019

Topic: Who were the Mayans?



Core value focus:

KEY TEXT – Rain Player by David Wisniewski
This is our quality story for the term and will focus on features associated with Mayan Civilisation. Our topic asks the questions:

- Who were the Mayans and where in the world did they live?
- What do we know about the life style and beliefs of the Mayan people?
- What evidence is there left today that helps us understand Mayan civilisation?

STARTING POINT

- Look at a set of Mayan related pictures and artefacts. Ask questions. What can we deduce?

ENGLISH
(Fiction)Folklore Stories

- Explore the structure of folktales and archetypes that make up plot and character.
- Investigate rich language/phrases through drama conventions.
- Create own folktale to include, vivid description of setting, dialogue/action that moves the story along.
- Use adverbs/adverbials to explain when and where things happen (The next evening, On the far side of the rainforest).
- Include prepositions to show connections between settings, characters and events (under, upon, towards, into).

- Write in paragraphs to show sections of a story.
- Include inverted commas to show speech.

(Fiction) DRAMA FROM KEY TEXT

- Use of above grammar conventions in writing produced through drama conventions.

(Non-Fiction) Biographies/ Autobiographies

- Examine key features of biographies and autobiographies and compare.
- Write a biography that includes interesting information.
- Write clearly using organisation structures such as headings and subheadings.
- Use paragraphs to help the reader to follow the biography easily.

MATHEMATICS

ADDITION AND SUBTRACTION

- Use formal methods to + and – and the inverse to check calculations.
- Solve missing number problems and 1 step problems using the inverse, pictures, bar model and column methods.

MULTIPLICATION AND DIVISION

- Recall times table facts and solve 2 digit x 1 digit calculations.

FRACTIONS

- Recognise and show equivalent fractions.

MEASURES

- Identify 3D shapes.
- Begin to compare analogue and digital time.
- Solve simple time problems.
- Measure and compare mass (g/kg) and capacity (ml/l).
- Identify right angles and angles < and > than a right angle.
- Compare right angles to degrees of turn.

NUMBER AND PLACE VALUE

- Compare and order numbers to 1000 using < > and =.

P.E.

- P.E. lessons each Wednesday and Friday afternoons (Real PE curriculum). Cover list of objectives from real PE Unit 4

SCIENCE

ROCK DETECTIVES

- Sorting rocks –which rock is which and how do we know?
- Are all rocks waterproof?
- How do rocks change over time?
- How is soil made?
- What is a fossil?

RELIGIOUS EDUCATION/PSHE

CHRISTIANITY – Easter – is it a festival of New Life?
We are continuing our work on this subject and are looking at:

- Why did Jesus have to die?
- What difference does the story of the Resurrection make for Christians?
- What happened when Jesus left them again?
- Why is Pentecost so important to Christians?
- Is Easter a festival or new life or sacrifice?

COMPUTING

WE ARE PRESENTERS – we are continuing our work on this topic with:

- Shooting the videos. Reviewing footage (audio commentary, titles, music etc.).
- Review clips in Movie Maker.
- Improve the videos in groups and evaluate.

FRENCH

- Consolidate counting to 10.
- Learn the words for ‘quickly’ and ‘slowly.’
- Learn different rhymes and songs including ‘The farmer wants a wife.’
- Learn about Paris and its landmarks.
- Words for ‘please’ and ‘thank you.’
- Learn how to say some simple classroom objects and use them in simple sentences.

INTEGRATED CURRICULUM

GEOGRAPHY/HISTORY

- Who were the Mayans and where in the world did they live?_Map work – locate Guatemala and Middle America
- What do we know about Mayan life (beliefs, food, clothes, homes and the number system).
- Research one of the Mayan Gods and write about them in your own words.
- Learn about Mayan evidence in Tikal National Park. Why did the Mayans leave this place

ART AND DESIGN

- Mayan weaving techniques. Draw design onto a loom and create with wool and weaving.
- Design and create Mayan masks through collage materials.

MUSIC

- Continue to learn songs on the ocarina with increasing difficulty.
- Review the musical notes on a stave and learn about the duration of notes.
- Begin to compose music in a simple way.