

Key Vocabulary

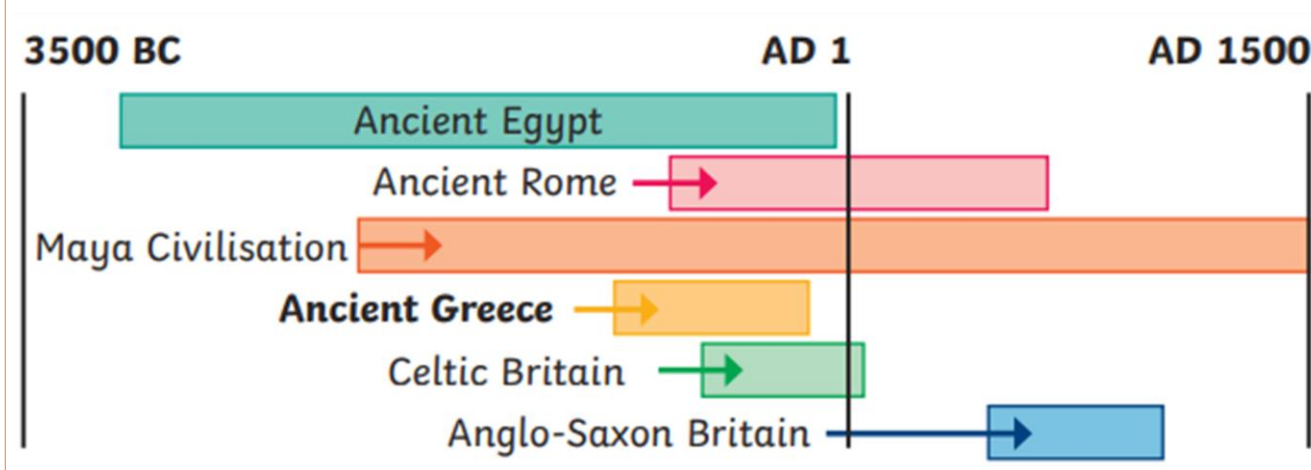
Civilisation	An organised society with its own culture and way of life, existing in a particular area over a particular period of time.
Segregation	The action or state of setting someone or something apart from others.
Ritual	A ceremony, often religious, with set actions performed in a set order.
Mount Olympus	A mountain peak in northeast Greece near the Aegean coast; believed by ancient Greeks to be the dwelling place of the gods.
Reign	To control a country,
Mathematician	An expert in or student of mathematics.
Maize	Another word for sweetcorn or corn on the cob. It can be made into a dough and baked into tortillas.
Cacao beans	Cacao trees sprout pods directly from their trunks. When they are ripe, the pods can be broken open to reveal the beans, which can then be dried, roasted and ground.

Theme Name: Achievements and Legacies

Summary:

I will begin by exploring some of the big achievements and legacies of civilisations throughout history. I will travel through history to explore the many achievements; we will be exploring the Mayan civilisation, Ancient Greece, the Victorians and celebrate Black History Month. This will be our Geography/ History/ English focus. I will learn about daily life and how they all tried to make sense of the world with Philosophy. This topic will begin this topic in Autumn 1 and continue until Christmas (end of Autumn 2). This gives the opportunity to explore in detail the major achievements in history.

Time Line/key dates:



Texts you may want to read:

The Middleworld by J&P Voelkel- tells the story of fourteen-year-old Max, who finds himself on a quest to rescue his archaeologist parents from the Maya underworld and to save the world from the Lords of Death.

Percy Jackson by Rick Riordan tells the story of the twelve-year-old, who is on the most dangerous quest of his life. With the help of a satyr and a daughter of Athena, Percy must journey across the United States to catch a thief who has stolen the original weapon of mass destruction — Zeus' master bolt.

Activities:

- In Maths, I will develop a chronological awareness of events throughout history.
- In English, I will be focusing on writing a non-chronological report about the Mayan's and writing a Mayan myth inspired by the traditional Mayan myth- 'The Hero Twins'. In Autumn 2, I will be learning how to write a newspaper report based on the Olympics. At the end of the term, I will be focusing on Queen Victoria, where I will learn how to write a cinquain poem.

In Art:

At the end of the half-term I will know:

At the end of this half-term, I will know how to use sketching and shading to add fine detail to design my own Mayan mask. Maya Masks were vibrant and colourful as they represented animals spirits. Animals were regarded to be representations of Maya spirits. Jaguars were thoughts to be associated with strong kings. Also, I will know how to combine colours to fit the Eastern and South-Eastern Mesoamerican culture. I will combine colours to form new, lighter and darker shades.

The Mayans used dye to colour their sculptures. They used the colour red mainly made from a plant called Achiote or a red insect, but they were also able to make the colours pink, purple, and orange. The Mayans were the dye masters of Mesoamerica, and it is believed that they taught the Aztecs. Both the Maya and the Inca used genipa seeds to create the colour black.



By Christmas, I will know how to sketch lightly before painting to combine line and colour. I will combine colours, tones and tints to enhance the mood of a temple water-colour painting. Watercolour paint is a translucent art medium. Watercolour is basically a colored pigment in a water-soluble binder. The paint dissolves when you add water allowing the pigment to spread with a brush. I will also use tools to carve, add shapes, texture and pattern to clay pottery. Greek pottery, the pottery of the ancient Greeks, important both for the intrinsic beauty of its forms and decoration and for the light it sheds on the development of Greek pictorial art.



Location:

Maya Civilisation



Location:

Ancient Greece



Geography

In our Mayan topic, I will be learning to name and locate some of the countries and cities of Central America. Central America is the southernmost region of North America. It lies between Mexico and South America. There are various countries in Central America such as: Guatemala, Mexico, Belize, El Salvador, Chiapas, Nicaragua, Panama and Honduras. Central American countries grow several crops to sell to outside countries. The three most important crops are coffee, bananas, and sugarcane. Many small farmers grow corn, beans, and squash for local markets.



In our Ancient Greece topic, I will be identifying the different settlements that made up Ancient Greece. Settlements grew up along the coast as the sea provided a good source of food for the people. The sea was also a means for people to travel and trade with other city-states and countries. The mountains in Greece made it very difficult to move around and trade with other settlements by land.

Greece has a warm, sunny climate and enjoys more than 250 days of sunshine a year. It has a typically Mediterranean climate with hot, dry summers and mild, rainy winters. Most people consider Greece to be a summer holiday destination, although there are also popular ski resorts in the mountainous regions to the north of Athens.



Across this term, I will use my place knowledge to make comparisons between Central America, Greece and a region in the UK. Also, I will understand the physical and human similarities between these three areas.

The Victorians:

The Victorian era is the name given to the period of Queen Victoria's reign. It was a time of significant technological, scientific, economic and social change. New inventions and discoveries were made that changed where people lived, how they worked and how they spent their leisure time. Here are some of the key inventions we will be focusing in on in class.

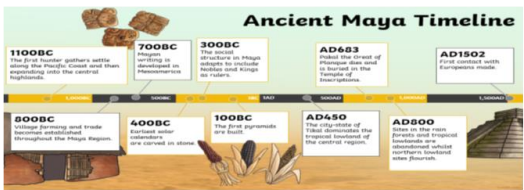
Key Inventions

1800s- Railway Network	1838- Photography	1840- Penny Black Stamp	1843- Christmas Cards
			
1852- British Pillar Post Box	1852- Public Flushing Toilet	1863- London Underground Railway	1872- The Penny-Farthing Bicycle
			
1876- Telephone	1879- Electric Bulb	1885- Petrol Motor Car	1895- X-rays
			

The period of time between 1837 to 1901 was when Queen Victoria reigned over Britain. During her 63 year reign, there was a huge contrast between how the rich and poor Victorians lived. Queen Victoria led the expansion of the British Empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions.



The Mayans:



The Maya were an ancient civilization who lived in Central America. Central America is part of North America.

The Ancient Mayans lived in the Yucatán around 2600 B.C. Today, this area is southern Mexico, Guatemala, northern Belize and western Honduras. By 250 A.D., the Ancient Mayans were at their peak power.

The Ancient Mayans developed the science of astronomy, calendar systems, and hieroglyphic writing. They were also known for creating elaborate ceremonial architecture, such as pyramids, temples, palaces, and observatories. These structures were all built without metal tools.

The Maya were skilled weavers and potters. They also cleared routes through jungles and swamps to create trade routes. This allowed them to sell and trade the goods they had made for goods they needed.

The Maya was the only major civilisation in the Americas to develop a writing system that was able to represent their spoken language in symbolic form. It had over 500 symbols or glyphs to represent words and ideas.



I can read, write, order and compare numbers to at least 1,000,000.

I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

I can add and subtract numbers mentally with increasingly large numbers.

I can change the order of a calculation to support my mental strategies.

I can add and subtract whole numbers with more than 4 digits, including using formal written methods.

I recognise and use square numbers and cube numbers, and the notation for squared and cubed.

I can multiply multi-digit numbers up to 4 digits by a 1 and 2 digit whole number using the formal written method of short and long multiplication.

I can solve problems involving addition, subtraction and multiplication.

I can read Roman numerals to 1.000 (M) and recognise years written in Roman numerals.

I can identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers.

I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

I can establish whether a number up to 100 is prime and recall prime numbers up to 19.

I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.

I can multiply and divide numbers mentally, drawing upon known facts.

I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.

I can recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³).

I can solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.

I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

I can calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes.

At the end of the half term:

I will know that place value is the basis of our number system. I will understand the place value chart, the order of each column and how to use it. See picture on this page.

I will know how to round numbers to the nearest 10,000. I will know to look at the column to the right of the digit you want to round to and if its value is 4 or less, I round down. If its value is 5 or more, I round up.

I will understand the real life use of negative numbers (temperature, sea level, lifts etc.) and that negative numbers are numbers less than zero.

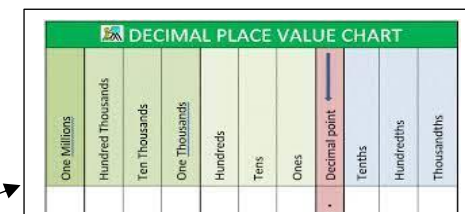
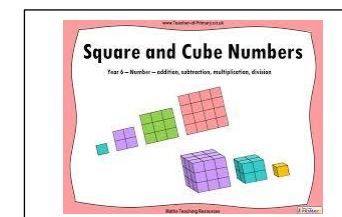
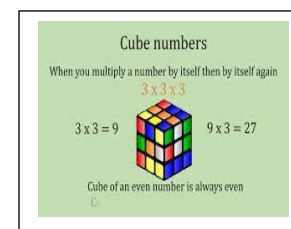
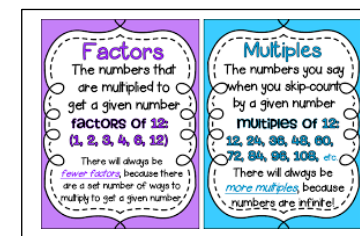
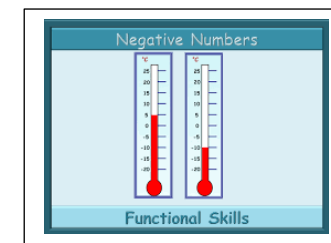
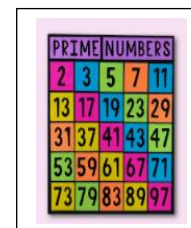
I will know that there are seven basic symbols: I, V, X, L, C, D and M. The first usage of the symbols began showing up between 900 and 800 B.C.

I will know that a prime number is a number that is divisible by itself and 1.

I will know that a multiple is a number that can be divided by another number a certain number of times without a remainder and a factor is one of two or more numbers that divides a given number without a remainder.

I will know that a square number is a number multiplied by itself. Examples of square numbers are: $0 \times 0 = 0$, $1 \times 1 = 1$, $2 \times 2 = 4$, $3 \times 3 = 9$, $4 \times 4 = 16$. A cube number is a number multiplied by itself 3 times. For example: $3 \times 3 \times 3 = 27$.

I will know that the perimeter formula for rectilinear shapes is $P = 2(L + W)$ and for area is $A = L \times W$.



PSHE:

In PSHE we will be following the lessons set out in My Happy Mind. We will begin with 'Meet your brain' (Autumn 1) and then continue with 'Celebrate' (Autumn 2).

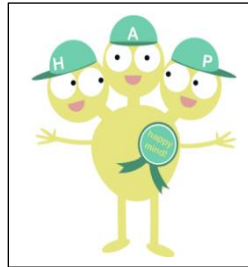
Meet your brain.

In this unit children will learn about the main parts of the brain and how they work together.

They will also learn about what happens when the part of the brain do not communicate effectively with each other.

At the end of the half-term I will know:

- All about our brain.
- How you can train your brain.
- How each part of Team H-A-P work.
- Why the amygdala behaves the way it does.
- Triggers for our amygdala
- How to calm the amygdala.
- Neurons and neural pathways are.
- How habits are formed.
- How to look after our brains.
- That happy breathing is good for our brain.
- What happens to our brain when we are feeling stressed.
- Understand the role of the Cortisol
- How to manage Cortisol levels.

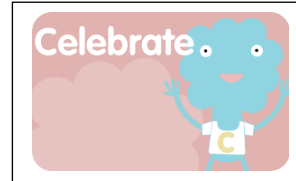


Celebrate:

In this unit the children will be learning about their own character and celebrating who they are.

At the end of this half-term, I will know:

- About our character strengths and the main types of virtues.
- Which strengths we use the most
- Why it is important to use our strengths.
- How to grow our strengths.
- How to use our strengths in different situations.
- How strengths can help us be at our best.
- How to use our strengths can help us when we are worried about something.



RE:

Autumn 1

In this unit the children will be enquiring whether 'If believing in God reasonable?' The main discipline of this unit will be philosophy.

At the end of this half term, I will know:

- The different philosophical answers to questions relating to meaning and existence.
- Some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas, for example.
- Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.

Autumn 2

In this unit the children be learning about how belief in Christianity and Islam impacted on music and art throughout history.

At the end of this term, I will know:

- That talking about religion and belief can be complex.
- How beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
- Ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.

Computing:

This term, I will be focusing on how to stay safe online. Also, I will be using key words and phrases, identifying accurate/ inaccurate information and learning how page rank works.

Internet safety:

Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.

Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.

Understand the effect of online comments and show responsibility and sensitivity when online.

Computing systems and networks: search engines:

Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

At the end of the term I will know:

Internet Safety:

To understand how apps can access our personal information and how to alter the permissions.

To be aware of the positive and negative aspects of online communication.

To discover ways to overcome bullying.

To understand how technology can affect health and wellbeing.

Computing systems and networks: search engines:

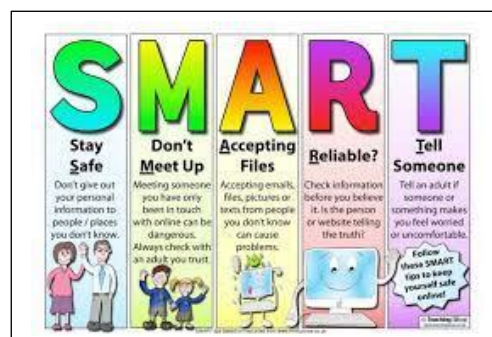
To understand what a search engine is and how to use it.

To be aware that not everything online is true.

To search effectively.

To create an informative poster.

To understand how search engines work.



Online safety

Catfishing (online)	Creating a fake profile on social media to deliberately trick someone.
Cyberbully	Someone who bullies others through the internet.
Exclusion	Being deliberately left out of an online conversation or game.
Fake profile	A fake profile pretending to be someone they are not.
Information	Knowledge which can be remembered, written in documents or stored in different forms as data, such as in video files and audio recordings.
Online	When a person is accessing the internet through an electronic device.
Online safety (e-safety)	The rules and advice we should follow, to remain safe when using the internet (World Wide Web).
Password	A unique combination of letters, numbers or symbols that protects personal information online.
Personal information	Facts about someone, which identify them, the place they live and their person.
Phishing	When someone pretends to be someone else in an email, especially a reputable or trusted company, to get money or information from users.
Trickery	Lying to someone to gain their trust, then using this to get them to reveal secrets, which they can share publicly or use to access private information.
Trolling	Deliberately saying inflammatory things to try and get a response.

Remember, to stay safe:

Stop

Think

Talk it through with a trusted adult

Key facts

Online safety rules

RULE ONE:
Do not post personal information online.
Name:
Address:
Phone number:

RULE TWO:
Do think carefully about sharing photos of yourself, even with friends. Once it is sent, that other person has it forever.

RULE THREE:
Do not share your passwords with anyone, except for trusted adults.
Username:
Password:

RULE FOUR:
Do be aware that not everyone online is who they appear to be.

RULE FIVE:
Do not meet up with anyone you meet online, or give them your personal information.

RULE SIX:
Do tell a trusted adult if you see anything that makes you scared, sad, or afraid.

Search engines

Algorithm	A sequence of instructions which, when followed, solve a problem.
Company logo	A symbol or motif, used to represent an organisation, so that it can be identified quickly and easily in a busy environment online or in the real world.
Data leak	When information is released without approval from the owner or creator.
Data privacy	The right to keep information private and away from those you do not wish to have access.
Fake news	False and inaccurate information that is shared in a convincing way, usually on social media and in websites.
Inaccurate information	When information is false and untrue.
Index	A computer saves key information about previously searched results, to make this quicker next time they are accessed.
Keywords (internet)	A set of words used to define and produce an accurate search engine result.
Network	When more than one electronic device is connected in a network through the internet or a local connection in order to share files and information.
Online	When a person is accessing the internet through an electronic device.
Page rank	Web pages are sorted in an order to give the user the most suitable results at the top of the list, the first result could be considered rank one.
Search engine	A way for a user to search the internet's database of information.
TASK	Title, Author, Summary, Kids
Web crawler	A program that uses keywords to search the WWW in a logical and systematic way to find the most suitable results for the user.
Website	A series of web pages and other content, which can be discovered and read through an internet browser, that all belong to a single domain name. For example, Google. The main place where particular web pages can be viewed or accessed.
WWW	The acronym used to express the 'World Wide Web'. It is found at the beginning of website addresses e.g. www.kapowprimary.com

Key facts

Kapow Primary

Search:

Company logo

Hyperlink
A-Z Dinosaur names library
What can you learn about all of the dinosaurs from A-Z?

Keywords
Dinosaur directory A-Z Dinosaur
Dinosaur facts here!

Fake news
Apsosaurus sighting!
A bountiful herbivorous dinosaur has been captured in the centre of London city! Book your ticket for just £1000 today!

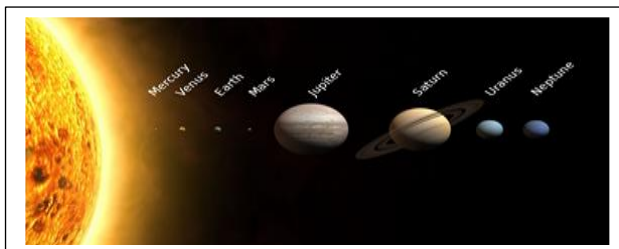
Apesaurus
Dinosaur Sighting

Science:

In Science, I will be studying Earth and Space. After half term, I will then be studying Properties and Changes of Materials.

Earth and Space:

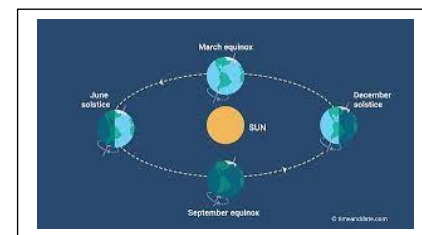
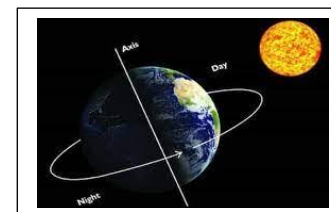
- Describe the movement of the Earth and other planets relative to the sun in the solar system.
- Describe the movement of the moon relative to the Earth.
- Describe the sun, Earth and moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.



At the end of this topic, I will know:

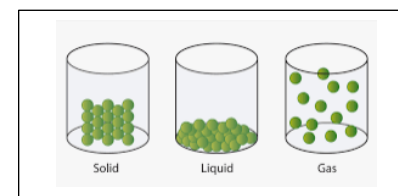
At the end of this topic, I will know that the Earth orbits the sun in the solar system (365 days) and that the moon orbits the Earth in the solar system (28 days). Also, I will be able to describe the sun, earth and moon as spherical bodies by using evidence and exploring theories such as: flat earth theory and spherical earth theory.

I will be able to describe, order and compare the features of the 8 planets in our Solar system. These are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Lastly, I will be able to explain the Earth's rotation to be able to explain day and night, knowing the difference between orbiting (a regular, repeating path that one object in space takes around another one) and rotating (an object's spinning motion about its own axis). The side of the Earth facing the Sun is bathed in light and heat (daytime) and the side of the Earth facing away from the Sun, out towards Space, is darker and colder (night time).



Properties and Changes of Materials:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.



At the end of this topic, I will know:

At the end of this topic, I will know that different materials are used for particular jobs based on their properties: electrical conductivity, flexibility, hardness, insulators, magnetism, solubility, thermal conductivity, transparency. For example, glass is used for windows because it is hard and transparent. Oven gloves are made from a thermal insulator to keep the heat from burning your hand. Also, I will know that reversible changes, such as mixing and dissolving solids and liquids together, can be reversed by: sieving, filtering and evaporating. For example, smaller materials are able to fall through the holes in the sieve, separating them from larger particles. The solid particles will get caught in the filter paper but the liquid will be able to get through. Lastly, I will know that liquids change into gasses, leaving the solid particles behind. Additionally, I will know that a solution is made when solid particles are mixed with liquid particles. Materials that will dissolve are known as soluble and materials that won't dissolve are known as insoluble. A suspension is when the particles don't dissolve.

