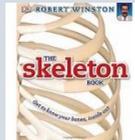
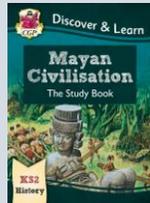
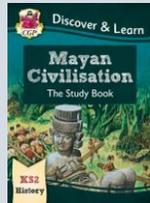
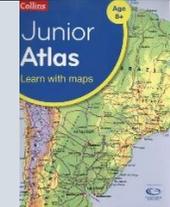
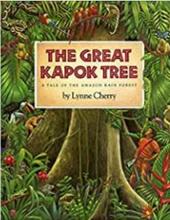




Gatekeeper Curriculum Plan Spring Term 2022 - Mystery of the Maya

Core Values: Trust and Perseverance

| Our learning | Aspects of the National Curriculum we will cover | Questions we might answer | Books we may read | Enrichment ideas |
|---|--|--|--|---|
| <p>As scientists, we will investigate and conduct experiments about the human skeleton, sound and plants.</p> | <p>Animals including humans: identify that humans and some animals have skeletons and muscles for support, protection and movement. Sound: identify how sounds are made and find patterns between the pitch of a sound and features of the object that produced it. Plants: To explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants.</p> | <p>How does your structure support weight the same way as a skeleton? What's the longest sustained vibration you can make? Does a compost heap help the environment? How does temperature affect a greenhouse and the plants that grow inside it?</p> |   | <p>Gardening projects</p>  |
| <p>As geographers we will extend our knowledge beyond our local area.</p> | <p>Locational, place and human and physical knowledge studies of Mesoamerica and South America.</p> | <p>What makes a place special? What problems might the Maya face in their environment?</p> |  | <p>Ensemble tuition through the Norfolk Music service</p> |
| <p>As historians we will learn about the Maya civilisation.</p> | <p>A non-European society that provides contrast with British history - Mayan civilisation.</p> | <p>What artefacts/remains would we need to study an ancient civilisation? Why do we need to study the Maya?</p> |  |  |
| <p>As technicians, we will learn about spreadsheet, graphs and emails.</p> | <p>Select, use and combine a variety of software. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | <p>What is a spreadsheet? How do you stay safe using emails?</p> | | <p>Swimming lessons</p> |

| | | | | |
|---|--|--|--|--|
| <p>As part of RSHE, we will learn about mental wellbeing and keeping ourselves safe.</p> | <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to ask for advice or help for themselves or others, and to keep trying until they are heard. That mental wellbeing is a normal part of daily life; in the same way as physical health.</p> | <p>Is being scared always a bad thing? What are the early warning signs we don't feel safe? Does everyone deserve trust?</p> |  | <p>Cooking Maya style</p>  |
| <p>In R.E, we will focus on Christianity.</p> | <p>To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses. Big questions: What does it mean to be part of a Global Christian community? How do people respond to issues of poverty and justice?</p> | <p>What items do you have that show belonging? What is social responsibility?</p> |  |  |
| <p>As musicians, we will learn to sing and appraise pop songs. We will learn to play different instruments.</p> | <p>Improvise and compose music for a range of purposes. Develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> | <p>Is there a moral message in the lyrics? How is the sound made? Why are we learning these songs?</p> |  |  <p>Celebrating our similarities</p> |
| <p>As artists and designers we will learn about graffiti artists and structures and clothes in the ancient Maya civilisation.</p> | <p>To create sketchbooks to record their observations and use them to review and revisit ideas. To learn about great artists, architects and designers in history.</p> | <p>Is graffiti art or vandalism? How were the Maya temples built? What did wearing head dress signify?</p> |  |  |
| <p>As linguists, we will learn some more French to talk about family, pet, clothes and food.</p> | <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seeking clarification and help. Read carefully and show understanding of words, phrases and simple writing.</p> | <p>Comment s'appelle-t-elle? Qu'est-ce que c'est? Qu'est-ce que tu portes?</p> | | <p>Isaiah 40:31</p>  <p>...soar on wings like eagles...</p> |