

OUR LEAD STATE OF BEING IS:  
HISTORIAN



OUR SUPPORTING STATE OF BEING IS:  
ARTIST AND GEOGRAPHER

*How can you show what  
you believe in?*



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*This Term's Enquiry Question is:*  
**How can you show  
what you believe in?**



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### *Working as Historians:*

*Chronology - where and when Ancient civilisations including the Maya lived, how they lived their lives and what was important to them. Their belief system was rooted in nature and they had many gods. A comparison with a similar era such as the Egyptians helps learners compare and contrast different civilisations. Both the Egyptians and Mayans built pyramids and both had a Sun God. How we compare our lives today to ancient civilisations.*

*Working as Geographers: Extend location knowledge - S America linked with work as Artists - Pottery/Clay work: clay tiles from both the Maya and the Egyptians have been found.*



WE ARE MATHEMATICIANS

**Core Subjects  
Coverage:**

WE ARE AUTHORS



***Multiplication and Division:** Y4- understanding arrays, grouping and sharing. Multiplication facts to 12x12. Multiplying and dividing by 10, 100 and 1000. **Year 5/6** - finding multiples and common multiples, factors, prime, composite, square and cube numbers.*

***Fractions:** Y4- denominators, ordering and comparing fractions; fractions on a number line; equivalence, improper fractions and mixed numbers.*

*Y5/6 - as above in problem solving contexts. Adding, subtracting, multiply and dividing fractions.*

***Focused Texts:** Hapshetsut-Biography. Linked writing to include persuasion, non-chronological report and narrative.*

***Grammar and punctuation:** Use of the comma, semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] . Use hyphens. Use a range of sentence starts and structures. Develop the use of language for effect.*

***Spelling:** Spell and use all statutory words for their year group. Exploring prefixes and suffixes. Contractions, exploring different phonemes and their pronunciations.*

***Reading:** Develop a reading habit based on reading for pleasure. Take part in informal book talk. Read a range of texts with fluency, building stamina to increase their words read per minute. **Inference:** write detailed answers to questions using the text.*

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# How can you show what you believe in?

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## KEY VOCABULARY

*chronology*  
*belief, faith*  
*hieroglyphic*  
*Structure*  
*artefact*  
*Representation*  
*stereotypes*  
*relief in art*  
*slip*

## Milestones in learning:

### IKO Milestone

Learners develop a secure chronology of belief systems from the Mayans and another contrasting era. They are able to note connections/contrasts over time, and how scientific evidence can be used to support or refute ideas and arguments.



### IKH Milestone

Learners develop a secure chronology of world history. They understand how our knowledge of the past is constructed from a range of sources – including scientific, technological and artistic.



### PKH Milestone

Learners will be able to locate the world's countries using maps, atlases and digital mapping. Learners develop art skills to include adding further detail/relief.



### PKO Milestone

Learners understand that religion and belief are different. They are able to construct responses that involve thoughtful selection and organisation of relevant historical information.

