

**Year Group: 3**

**Term: Autumn 2**

**Theme: Ancient Maya**

## **Curriculum Objectives:**

### **History Objectives:**

Pupils should be taught about:

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900

The national curriculum for history aims to ensure that all pupils:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Science:**

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other depending on which poles are facing.

### **Computing Objectives:**

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

### **Art Objectives**

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

### **DT Objectives**

**Design**

- generate, develop, model and communicate their ideas through discussion and annotated sketches

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### **Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

#### **Technical Knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

#### **PHSE/SRE Objectives**

To recognise a wide range of relationships, including the attributes of positive, healthy relationships

To know how their bodies will change as they grow and develop, how to care for their body and celebrate their uniqueness

#### **R.E. Objectives**

To know and understand the Christmas Story.

To be able to identify symbols in the story which represent Christmas.

To discuss if Christmas has lost its true meaning

#### **Music Objectives**

Pupils should be taught to:

- play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Use and understand staff and other musical notations

<b>Lesson</b>	<b>Subject/s</b>	<b>Learning Objective</b>	<b>Lesson</b>	<b>Subject/s</b>	<b>Learning Objective</b>
<b>1</b>	History	To explore where and when the remains of the Mayan civilisation were discovered.	<b>12</b>	RSE	To know how their body may change as they grow and develop, how to care for their body and celebrate uniqueness
<b>2</b>	Computing	To create a scratch computer game based on the Spanish Conquistador's discovering Mesoamerica.	<b>13</b>	Music	To play music from reading notation (as a class using glockenspiels)
<b>3</b>	History	To find out how the Ancient Maya civilisation developed over time.	<b>14</b>	R.E.	Has Christmas lost its true meaning? Taught over a series of lessons.
<b>4</b>	History	To find out about the city states of the Mayans and how society was organised.	<b>15</b>	Computing	Using algorithms to program a character
<b>5</b>	History	To find out about Mayan religion and beliefs.	<b>16</b>	Computing	To debug an algorithm and fix to make it work
<b>6</b>	History/ DT	To understand more detailed information about the Mayan pyramids. To design and create a Mayan temple.	<b>17</b>	Science	To compare how things move on different surfaces. Explore the force of friction and test this using different surfaces and materials.
<b>7</b>	History/Art	To find out why the Mayans wore masks and to create a Mayan mask.	<b>18</b>	Science	To explore magnets and how not all forces need to be in contact with something for them to have an effect. To explore and test different materials to see which ones are magnetic and those that are not.
<b>8</b>	History	To find out about the decline of the Mayan civilisation.	<b>19</b>	Science	To explore magnets more closely and how the magnetic poles are different. Can we predict if something will attract or repel based on which poles are facing?
<b>9</b>	RSE	To recognise a wide range of relationships, including the attributes of positive, healthy relationships			
<b>10</b>	Music	To read use and understand staff and other musical notations			
<b>11</b>	Music	To read notation and understand the value of notes in written music			