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| **Foresters Cycle A Autumn Termly Overview** | | | | |
| **Mexico and the Mayans** | | | | |
| **Enrichment Opportunities** | | Tree planting - Longleat  WOLT | | |
| **Planned courageous advocacy** | |  | | |
| **History** | **Geography** | | | **RE** |
| The Maya civilisation  How did the landscape affect trade?  How did settlers thrive in the rainforest?  Ruins and city-states  Frederick Catherwood (explorer)  Importance of maize and football.  Who was Pakal the Great?  Mayan number and letter systems | North and South American Countries  Name and locate further countries in North and South America.  Describe environmental regions, key physical and human characteristics and major cities within the countries studied.  Identify the position and significance of latitude and longitude. | | | Term 1 - Hinduism  What is the best way for a Hindu to show commitment to God?  Term 2 - Christianity  Incarnation – Was Jesus the Messiah? |
| **English Texts** | | | **Class reader** | |
| Term 1:  Hero Twins – a Maya folk story (narrative)  Grimm Tales for Young and Old by Phillip Pullman (narrative) LT  Term 2:  Rain Player by David Wisniewsk (analytical essay) LT  The Island by Armin Greder (prequel narrative) | | | Kick by Mitch Johnson  Group reader: Kensuke’s Kingdom by Michael Morpurgo  Guided reading texts: Friend or Foe by Michael Morpurgo, The Garden of Lost Secrets by A.M Howell | |
| **Art and DT** | **Music** | | | **Values** |
| Mayan Mask  Day of the Dead plates  Frieda Kahlo – who was she? Look at her ‘Self-Portrait with Thorn Necklace and Hummingbird’ 1940, relating it to her past and her inspiration from nature and artefacts of [Mexico](https://en.wikipedia.org/wiki/Mexico).  DT – computer aided design and cooking and nutrition. | Ukuleles – Term 1  Carols – Term 2 | | | Term 1 – Friendship  Term 2 - Compassion |
| **Science** | | | | |
| Living Things and their Habitats Y5 and Y6  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  Describe the life process of reproduction in some plants and animals.  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals  Give reasons for classifying plants and animals based on specific characteristics | | | | |