Y5 Learning Challenge: Marvellous Mayans
Key Text:

Prime question: What have the Mayans done for us?

Subsidiary questions:
1. Who were the Mayans and how did they live?
2. What similarities are there between Mayan culture and other cultures we know about?
3. How can we find out more about ancient civilisations?

Science - Living Things and their Habitats
Pupils should be taught to
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life processes of reproduction in some plants and animals

Geography – South America and Mexico
- Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Understand geographical similarities and differences through the study of human and physical geography of a region of South America

History – The Ancient Maya
Pupils should be taught about:
- A non-European society that provides contrasts with British history – Mayan civilisation c AD 900.

Art – Making a Mayan Mask
- 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]

DT – Design a Mayan Temple
Pupils should be taught to:
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Music
Pupils should be taught to:
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Computing
We are bloggers
- 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 technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; and identify a range of ways to report concerns about content and contact.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.