

OUR HALF-TERM LY TOPIC

How did the Maya civilisation compare to the Anglo-Saxons?



Barnet Hill Academy
FAITH · EXCELLENCE · KNOWLEDGE

ENGLISH

As **Writers**, we will be focusing on **Legend writing** which are traditional/group of stories told about a particular person or place. Formerly the term legend means a tale about a saint. We will then move on to **playscript writing** where we will create and write a script for the stage following facts about play scripts, perform our own including a list of characters (at the very beginning). It may be divided into acts which are then divided into scenes. Finally wrapping up the term with **performance poetry** where we will challenge ourselves in writing our own poem, then performing the poem out loud to an audience.

As **Readers**, we will be analysing the text 'Skellig' Each week we will be exploring vocabulary and features, practising our fluency, extending our reading skills, and exploring the themes and characters.

ISLAMIC STUDIES

As **Theologians**, we will be studying the stories of the Prophets Musa & Esa (a.s) and deriving lessons from their lives which we can implement in our lives.

ART

As **Artists**, we will focus on **Architecture** where we should be able to sketch a house from first-hand or second-hand observation using basic shapes to place key features and form the composition, measuring to work out proportions and notice small details to incorporate into the drawing by observing. We will select a section of my drawing to create an interesting composition, with a variety of patterns, lines and texture. We will follow steps to create a print with clear lines, with some smudging and purposefully evaluate my work, demonstrating what went well and what could be improved. We will create a building design based on a theme or set purpose and draw a plan view or front elevation of my building, annotating the key features. We should be able to discuss Hundertwasser's work and recognise his style, creating a factual presentation about Hundertwasser in a visually pleasing way, showing understanding of what a monument is for.

MATHS

As **Mathematicians**, we will be focusing on three topics **Shapes, Position and Direction and Decimal**. For shapes, we will understand and use degrees, classify, estimate angles, and measure angles up to 180°. We will learn to draw lines and angles accurately, calculating angles around a point, on a straight line and in shapes. For position and direction, we will read and plot coordinates and answer problem solving questions associated with coordinates. We then will translate coordinates and move on to lines of symmetry and reflection in horizontal and vertical lines. Finally wrapping the term up with decimals, where we will use known facts to add and subtract decimals within, across 1, with the same and different numbers of decimal places. We then will use efficient strategies for adding and subtracting decimals, completing decimal sequences, and recapping on our prior knowledge of multiplying and dividing by 10, 100 and 1,000 and missing values.

HISTORY

As **Historians**, we will focus on our learning question: **How did the Maya civilisation compare to the Anglo-Saxons?** We will be describing the key physical features and sequence the key periods in the Maya civilisation. We should also be able to identify periods that were happening in Britain at the same time and explain the challenges facing the Maya in the rainforest. I should identify the similarities and differences between Maya and Anglo-Saxon houses and explain the Maya creation story. We should aim to create a plan of a Maya city, including the main features and explain the reasons for the decline of the Maya civilisation. We should then evaluate the reasons for the decline of the Maya civilization and identify similarities and differences between the Maya civilisation and the Anglo-Saxons.

COMPUTERS

As **Computer Scientists**, we will focus on **How to create vector drawings**. We will learn how to use different drawing tools to help them create images and recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. We will also explore how to layer my objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available.

SCIENCE

As **Scientists**, we will be focusing on the topic **Reproduction**. We will be learning names and functions of the specific male and female reproductive parts in plant and explore the process of pollination in flowering plants by recalling anthers and filaments make up the male parts of a flowering plant and the stigma, style and ovary make up the female parts. We should also understand that plants can reproduce through pollination by exploring reproduction. We will then plan an observation over time enquiry to find out which parts of a parent plant are best for cloning a plant from and then make a prediction as to which cutting will produce the tallest plant. We will work plan an investigation to find out which parts of a plant were best to clone a plant from, by taking their cuttings from parent plants. We will then make observations and measure our cuttings over the next six weeks.

PSHE

As **Global Citizens**, we will focus on the topic **citizenship**, where we will investigate and understand what happens when someone breaks the law. We will then develop our understanding on what rights are and that freedom of expression is one of these rights. We will then focus on how reducing the use of materials and energy helps the environment, and what individuals can do to support this. We will then increase our understanding on how people contribute to society and how this is recognised. We will then build understanding on the role of pressure groups. Finally concluding the topic with understanding the basics of how the parliament works including the essential parts of the parliament.

PHYSICAL EDUCATION

As **Athletes**, we will explore the principals and skills of **Outdoor Adventure**. We will build an understanding on how to work as part of a team to complete a range of challenges, working effectively with others to complete challenges and using a range of different methods to communicate effectively. We will also demonstrate agility and endurance in a range of situations by pacing ourselves when running for continuous periods, to suit the activity and distance. We will learn to change direction gracefully, quickly and effectively, performing different movements with coordination and control in evert activity. We will develop our understanding on what orienteering is and increase our knowledge on understanding why agility and endurance is important for this and other sports. We will learn what a compass is and how to use it.