



## Pine Class Homework Choice Menu – Summer 2025

Yet again, the Spring Term Homework Project resulted in an incredibly high standard of homework. Both in the class and in individual presentations, teachers and pupils learnt so much from each other. This term, following feedback from staff, pupils and parents, we continue to set project homework to be completed by the 11<sup>th</sup> June deadline alongside the maths or English homework which will be set each week. This menu details a range of fun activities that can be completed at home to extend your child's learning. Please help your child to choose and complete a selection of these activities. To fit in with your family life, they can be completed after school, at weekends or as a half-term project. If you would like further suggestions, please feel free to select from the homework menus of other classes which are all available on the school website. Children will be asked to share at least one of the activities with us in school after half term. **The deadline for this homework is the 11<sup>th</sup> June** and we ask that the homework is not brought in to class until after half-term.

We look forward to finding out about all that you have learnt together!



### Maya Fact Sheet

Create a fact sheet all about the Maya civilization. Include information about:

- Where the Maya lived
- Important cities and structures (like Chichen Itza)
- The Maya calendar and their writing system
- Key achievements (e.g., astronomy, mathematics)

**Extra Challenge:** Draw a picture of a famous Maya building.

### Science of Maya Agriculture

- Draw a diagram showing how they grew crops like maize, beans and squash
- Explain how they used raised fields or "chinampas" for farming
- Write about how the environment affected their farming techniques (weather, soil)
- If possible, try growing a small plant at home and track its growth for a week!

### Maya Maths Puzzle

The Maya used a base-20 number system. Create a math puzzle that involves the Maya number system.

- You could include addition or subtraction using Maya symbols.
  - Explain how the Maya number system worked
- Extra Challenge:** Create your own number chart using Maya symbols.

### Suggested Reading/website List:

*The Mayan Civilization* by Matt Doeden  
*Maya: The Great Civilizations* by Leonard Everett Fisher  
*The Maya* by Susan Lauber  
*The Popol Vuh* (Retold by Dennis Tedlock)  
*The Jaguar's Jewel* by Anjali Banerjee  
<https://www.bbc.co.uk/bitesize/topics/zq6svcw>

### Possible Family Trips & Visits

- Cadbury World – find out about the links between the Maya and chocolate
- The Cambridge Science Centre
- The British Museum – Maya collection
- Cambridge University Museum of Archaeology and Anthropology

# The Maya

### Maya Art Poster

Look at examples of Maya art. Create your own colourful Maya-style artwork. You could:

- Draw a Maya god or goddess
- Design a Maya-style mask
- Paint a mural like the ones the Maya might have created

**Bonus:** Write a small paragraph explaining what your artwork represents.

### Maya Building Model

Design and build a model of a famous Maya structure like a pyramid, temple, or ball court using craft materials such as clay, cardboard, or playdough.

### Maya Exploration Adventure Map

Imagine you are an explorer visiting the Maya civilization for the first time.

- Draw a map of your journey. Show the route you take and what you might see along the way (e.g., forests, rivers, cities, temples).



# Petersfield Church of England School

## Curriculum Information

*Pine Class, Summer Term 2025*

### English

In English, we will learn to write a set of instructions about a journey, using clear commands and organisational devices to orientate the reader. We will investigate how to write persuasively so that we can create our own persuasive letters. We will identify the difference between facts and opinions and learn how to utilise these to construct an informative paragraph to share facts and our opinions about a topic of personal choice. We will also write our own fictional story to entertain the reader based on the classic Ted Hughes story 'The Iron Man'.

### Physical Education

In PE, we will be learning the basics of cricket. The focus of the learning is to introduce striking the ball with intent away from fielders to score runs (points). We will learn why we need to strike the ball with intent to score runs. We will start to develop an understanding of how to outwit the fielding team by varying the speed and direction we strike the ball. In athletics, the focus of the learning is to apply our understanding and application of running for speed, when running as part of a team.

### Religious Education

We will be exploring 'Just how important are our beliefs?' We will be considering how actions and practices demonstrate the importance of beliefs and whether we can tell what a person believes from the outside. We will also be thinking about our big question: 'Does the language of scripture matter?' We will be exploring the ancient and translated languages of scripture and investigating its importance to many believers today. We will consider the role of Biblical Hebrew and Classical Arabic for many Jewish and Muslim people today; identify religious and cultural uses of Hebrew and Arabic and describe why some believers choose to learn and read the language of their religious scripture.

### Mathematics

In maths this term, we will focus on fractions, time, properties of shape, mass and capacity. We will use a range of practical resources to help support the children's learning of key skills and understanding. We will learn topics in-depth through a range of fluency, problem-solving and reasoning activities. We will also focus on our knowledge of the multiplication tables and learn and practise these in many different ways.

### Computing

We will be doing two coding units this term. We will start by looking at repetition and loops within programming. We will create programs by planning, modifying and testing commands to create shapes and patterns. We will use Logo, a text-based programming language. Our next unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in the Logo Programming Unit, where we can discover similarities between two environments. We will look at the difference between count-controlled and infinite loops, and use our knowledge to modify existing animations and games using repetition.

### Science

In science, we will be learning all about plant reproduction. We will be describing the life cycle of a flowering plant and carrying out tests to investigate plant structure and function. We will:

- Identify what plants need to grow healthily.
- Investigate how plants transport water.
- Describe the life cycle of a flowering plant.
- Explain seed dispersal methods.

We will also be exploring the relationship between viscosity and the flow of liquids through scientific enquiry; making connections and investigating and comparing the flow of different liquids.

### Art/Design Technology

In art, we will be creating art inspired by nature. We will use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations. We will demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion. In D&T, we will be evaluating a range of existing torches and designing a functional torch for a target audience.

### Geography and History

In history, we will be investigating how the achievements of the ancient Maya impacted their society and beyond. We will explore the challenges faced by the ancient Maya when settling in the rainforest and evaluate historians' claims on the decline of the ancient Maya cities.

In geography, we will be learning all about rivers and how they are used. We will learn how rivers are formed; where we find rivers; the features of our local rivers; how people use rivers and how the 'Water Cycle' works.

### PSHE

In E-Safety, we will be learning about:

- Health, well-being and lifestyles
- Privacy and security
- Copyright and ownership

In our Emotions For Learning, we will revisit our safety circle of trusted adults and who to tell if worried about something.

### Music

In music this term, we will be focusing on the song 'Bring Us Together' by Joanna Mangona and Pete Readman. This is a Disco song about friendship, peace, hope and unity. We will also learn about the song 'Blackbird' by The Beatles, which is a song about civil rights.

### Spanish

We will be re-telling the story of 'The Enormous Turnip' in Spanish and we will also learn to talk about and describe our different family members.