

Chase Lane



Primary School and Nursery

Half Termly Curriculum Plan Spring 1 2024

Year 5 The Maya Civilisation									
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science	Yr 4 – States of matter Yr3 – Comparing and analysing own knowledge and understanding. Linking to aspects of community and world.	conductive magnetic thermal conduction hardness force dissolve solute solvent substance filtering evaporation	LI: I can explore properties of materials.	LI: I can explore thermal conductors and thermal insulators.	LI: I can explore the hardness of materials.	LI: I can discover materials that are soluble in water.	LI: I can investigate the solubility of materials.	LI: I can explore how mixtures can be separated by filtering, sieving, evaporating or magnets.	
History	Reading and creating a timeline Key historical events- when the Ancient Greeks time period was- Yr 4 The Roman time period- Yr 3 The Egyptian time period- Yr 5 Autumn Roman Numerals- Yr4 and 5 Maths	Timeline Civilization Conquest Cacao beans Maize Codices Drought Scribes	L.I I can understand four main periods of Maya history. Maya civilisation fell into ruin when Spanish explorers arrived in the 1500s.	L.I I can understand that the ancient Maya developed an advanced number system for their time. This included a zero as a placeholder.	L.I I can understand the Maya's believed in Gods and would make offerings to them	See Art Lesson Below	L.I I can understand the importance of maize, corn and cacao beans.	L.I I can understand the Maya writing system including; syllabograms, scribes and codices. Understand Middleground, Upperworld and Underworld	
Geography	How to use a map and atlas- Yr 2 locating continents Locating N and S America- Yr 3	Map, atlas, Mesoamerica, Central America Rainforest	L.I I can identify where the Maya Civilization came from.						

Computing	We are Painters – Yr1 We are Toy designers – Yr4	Vector drawing Drawing tools Object Resize Rotate Zoom Align Layer Group Duplicate	<u>We are Artists</u> L.I. – I can identify that drawing tools can be used to produce different outcomes ● I can recognise that vector drawings are made using shapes ● I can identify the main drawing tools ● I can discuss how a vector drawing is different from paper-based drawings	<u>We are Artists</u> L.I. – I can create a vector drawing by combining shapes ● I can identify the shapes used to make a vector drawing ● I can explain that each element added to a vector drawing is an object ● I can move, resize, and rotate objects I have duplicated	<u>We are Artists</u> L.I. – I can use tools to achieve a desired effect ● I can use the zoom tool to help me add detail to my drawings ● I can explain how alignment grids and resize handles can be used to improve consistency ● I can modify objects to create different effects	<u>We are Artists</u> L.I. – I can recognise that vector drawings consist of layers ● I can identify that each added object creates a new layer in the drawing ● I can identify which objects are in the front layer or in the back layer of a drawing ● I can change the order of layers in a vector drawing	<u>We are Artists</u> L.I. – I can group objects to make them easier to work with ● I can copy part of a drawing by duplicating several objects ● I can group to create a single object ● I can reuse a group of objects to further develop my vector drawing	<u>We are Artists</u> L.I. – I can evaluate my vector drawing ● I create alternatives to vector drawings ● I can suggest improvements to a vector drawing ● I can apply what I have learned about vector drawings	Assessment based on progression of vector drawings. Evidence of skills used for layering, resizing, rotating, grouping and duplicating
Art and Technology	Sculptors- Yr4	Slip Join Clay Glaze Sculptor				L.I I can create and evaluate a Mayan clay mask ● Understand the properties of clay. ● Understand different ways of finishing art. ● Joining and securing using slip.	L.I I can create and evaluate a Mayan clay mask ● Evaluate and make suggestions.		
Religious Education	What is philosophy?- Yr3 Humanism intro- Yr3	Allegory, reincarnation, soul, karma, bhavacakra, deontological, utilitarian Hinduism, Buddhism, Western philosophy, Christianity	L.I I can explore and interpret Plato's thought experiment 'The Allegory of the Cave'	L.I I can compare Karmic and Christian beliefs and how they affect moral behaviour	L.I I can examine Buddhist teachings on how to live a good life	L.I I can evaluate Kant's philosophical response to moral behaviour	L.I I can compose an argument which includes ideas from religious and philosophical concepts		
Music	General building of the Musical Elements throughout the school	Pulse Rhythm Pitch Tempo Dynamics Duration Timbre Texture Structure	Recap and work through previous learning on the Musical Elements	Develop further understanding about Pulse / Rhythm & how they work together.	Develop further understanding about Dynamics / Tempo.	Develop further understanding about Pitch / Duration.	Develop further understanding about Timbre / Texture / Structure.	Recap new learning on the Musical Elements and Assess individual understanding.	General Year 5 Musical Elements Assessment.

PSHE	Hopes and Dreams- Yr4 Simple budgeting- Yr3	Achievement, lifestyle, goal, career, profession, salary, determination, perseverance, aspiration, culture, sponsorship, cooperation	L.I I can understand that I will need money to help me to achieve some of my dreams	L.I I can explore a range of jobs carried out by people I know and have explored how much people earn in different jobs	L.I I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it	L.I I can describe the dreams and goals of young people in a culture different to mine	L.I I can understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	L.I I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	
Foreign Languages	Vocabulary: Fruit and vegetables encountered in Y4 Numbers to 50 Grammar: Gender and plural of nouns Using verbs avoir= to have, aimer = to like and preferer = to prefer, in first and second person Phonics: ez ai c'est Skills: Asking and answering questions	une pomme – an apple un oignon – an onion une mangue – a mango un poivron – a pepper une grappe de raisin – a bunch of grapes une pastèque – a watermelon une banane – a banana une salade – a lettuce une carotte – a carrot une pomme de terre – a potato Tu aimes... ? – Do you like...? J'aime.... – I like.... Je n'aime pas... - I don't like Quel est ton fruit/légume préféré ? – what is your favourite fruit/vegetable ? Mon fruit/légume préféré est... - My favourite fruit/vegetable is ...	To be able to recall nouns for fruits and vegetables and identify the gender of the nouns.	I can talk and write about the fruits and vegetables I like and dislike.	I can take part in a class survey about favourite fruits and vegetables	I can recall numbers 0 -100 and ask for the price of a fruit or vegetable.	I can participate in a simple shopping dialogue at the market	I can understand and use some simple recipe instructions	Puzzle it out PLN Stage 3 Spring 1
PE		Posture Dynamics Rhythm Space Phrasing Improvising Sequences	To identify and practise the patterns and actions of a specific dance style	To demonstrate an awareness of the music's rhythm and phrasing when improvising	Identify the key components of successful dancing and understand how to apply them to own sequences	To create partnered dances that reflect the dancing style and apply the key components of dance	To create group dances that reflect the dance style	To perform a dance using a range of movement patterns. To perform and evaluate own and others' work	