

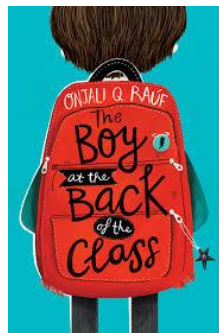
Year 5 – Learning Overview Spring Term

Topic: The Maya Civilisation



ENGLISH

To increase the speed of their handwriting.
 To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.



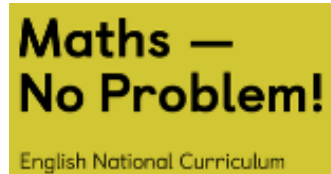
To regularly use dialogue to convey a character and to advance their action.
 To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.
 To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
 To ensure the consistent and correct use of tense throughout all pieces of writing.
 To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
 To use commas consistently to clarify meaning or to avoid ambiguity.
 To use brackets, dashes or commas to indicate parenthesis.
 To apply their growing knowledge to root words, prefixes and suffixes/ word endings including -sion, -tion, -cial, -tial.
 To identify main ideas drawn from more than one paragraph and to summarise these to recommend texts to peers based on personal choice.
 To continually show an awareness of audience when reading out loud using, intonation, tone, volume and action.

MATHS

Compare and order fractions whose denominators are all multiples of the same number
 Identify, name and write equivalent fractions of a given fraction



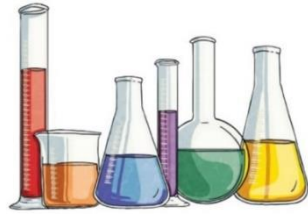
Recognise mixed numbers and improper fractions and convert from one form to the other
 Add and subtract fractions with the same denominator and denominators that are multiples of the same number
 Multiply proper fractions and mixed numbers by whole numbers
 read and write decimal numbers as fractions
 Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
 Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
 Read, write, order and compare numbers with up to 3 decimal places
 Solve problems involving number up to 3 decimal places
 Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
 Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25



SCIENCE

Chemistry:

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets



Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Demonstrate that dissolving, mixing and changes of state are reversible changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Working scientifically by:

Carrying out tests to answer questions

Compare different materials

Observe and compare the changes that take place

Research and discuss how chemical changes have an impact on our lives

GEOGRAPHY

Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America- rainforests.

Describe and understand key aspects of physical geography including rainforests.



COMPUTING

Creativity & Media:

Create vector drawings by combining shapes.

Recognise that vector drawings consist of layers.

HISTORY

A non-European society that provides contrast with British history: Mayan civilisation.

Learn and understand that:

The ancient Maya developed an advanced number system for their time. This included a zero as a placeholder.

The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history- they used syllabograms

The Maya believed in many gods- each could help or hurt them. The Maya would dance, sing and make offerings to gods as a sign of respect

The believed Earth was the Middle ground and was large and flat- above was the Upper world and below was the Underworld

The Maya built cities, pyramids and ornate sculptures in the rainforest

They mainly ate maize or corn. Maize was very important to them as they believed the first humans were made of maize dough by the gods. They drank cacao and the beans were eventually used as a currency

The cities of Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century



ART

Drawing:

Work in a sustained and independent way to create an accurate detailed drawing

Draw from different viewpoints, considering horizon

Group objects to make them easier to work with.

Evaluate one's own vector drawings.

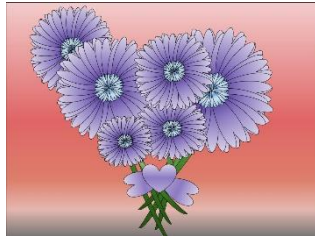
Computer Networks:

Develop research skills to decide what information is appropriate.
Understand some elements of how search engines select and rank results.
Question the plausibility and quality of information.
Plan the features of a website.
Use Copyright-free images, credit sources and create hyperlinks.

Online Safety:



Understand how to protect myself from negative behaviour online.
We are kind and thoughtful and learn from our mistakes.



lines

Begin to consider perspective

Painting:

Confidently control the types of makes made and experiment with different effects and textures

Sculpture:

Understand that a range of media can be selected (due to their properties) for different purposes.
Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish)
Make slip to join and secure pieces of clay
Independently recognise problems and adapt work where necessary- taking inspiration from other sculptors



DESIGN AND TECHNOLOGY

Carry out research using surveys, interviews and questionnaires
Identify the needs, wants, preferences and values of particular individuals and groups



Generate innovative ideas, drawing on research
Work confidently within a range of contexts- culture
Describe the purpose of their product
Indicate design features that will appeal to users
Share and clarify ideas through discussion
Model ideas using patterns
Use annotated sketches to develop ideas
Explain material choices according to function and aesthetics
Accurately measure, mark out and cut materials
Accurately apply a range of finishing techniques
Use techniques that involve a number of steps
Demonstrate resourcefulness when tackling practical problems
Create 3D textile products from a combination of fabric shapes
Critically evaluate the quality of the design, manufacture and fitness for purpose of the product
Identify strengths and areas of improvement of their product



FOREIGN LANGUAGES

Regions of France

La Francophonie – La Guyanne

Going to the market:

Revisit fruits and vegetables
Take part in market role play
Look at prices of fruits and vegetables at an authentic French market

Healthy recipe:

Read and follow instructions for a fruit salad recipe

Clothes:

Learn nouns for items of clothing

Look at the verb to wear

Describe clothes nouns using different adjectives

Read and understand outfit descriptions

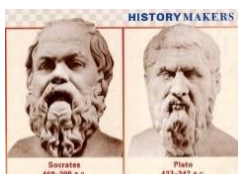
Design and describe an outfit



RELIGIOUS EDUCATION

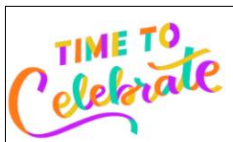
Philosophy:

Explore and interpret Plato's thought experiment 'The Allegory of the Cave'
Compare Karmic and Christian beliefs and how they affect moral behaviour
Examine Buddhist teachings on how to live a good life
Evaluate Kant's philosophical response to moral behaviour
Compose an argument which includes ideas from religious and philosophical concepts



Theology:

Examine the purpose of religious and secular celebrations
Compare and contrast the Gospels of Christ's Resurrection
Explain the importance of a religious festival to Christians
Debate the significance of the Easter Festival to Christian beliefs
Create an infographic poster explaining the relevance of the Resurrection



PSHE



Dreams and Goals:

Understand that I will need money to help me to achieve some of my dreams
Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs
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
Describe the dreams and goals of young people in a culture different to mine
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
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

Healthy Me:

Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations

MUSIC

(Elements are Essential)

Combining all previous learning about individual musical elements into a definitive understanding of all the elements & how they are used to create music.



Investigate & create a written definition for each individual 'Musical Element'.

Listening to different genres of music and discuss as a class how each element is used.

Create an understanding of each 'Musical Element' through creative group activities.

In groups compose, rehearse, perform, record & appraise a descriptive piece of 'Planetary' music which uses all the 'Musical Elements'.

Assess individual understanding of all the musical elements.

PHYSICAL EDUCATION

To identify and practise the patterns and actions of various dance styles
Develop dancing and performance skills
To create and perform an individual dance that reflects a specific dance style



To create paired and group dances that reflect the specific dance styles
To perform and evaluate own and others' work
Know the correct technique for forehand, backhand and volley
Explore tactics for beating an opponent. Use all strokes appropriately
Accurately play shots on the move.
Run towards the net to play a volley (approach shot).

Play a game of singles tennis
Apply all the tennis skills learned to a game.
Choose the correct shot to play when trying to beat an opponent.



Understand how the media, social media and celebrity culture promotes certain body types Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	
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