



Class: Year 5

Term: Summer 2021

Who were the Ancient Maya?

English – 'The Boy at the Back of the Class'

- Children will be listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry
- Answering a wide range of questions relating to a text- closed and open ended.

Writing-

- Children will plan their writing by:
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Extending their use of grammatical features
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences § proof-read for spelling and punctuation errors § read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Maths

Add mentally 2-place decimal numbers in the context of money using rounding; add several small amounts of money using mental methods; mentally subtract amounts of money including giving change; calculate the difference between two amounts using counting up; solve word problems, including 2-step problems, choosing an appropriate method

Multiply fractions less than 1 by whole numbers, convert improper fractions to whole numbers.

Use short multiplication to multiply 3-digit and 4-digit numbers by 1-digit numbers; use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers

Read, write and compare decimals to three decimal places, understanding that the third decimal place represents thousandths; multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations; place 2-place decimals on a number line and round them to the nearest tenth and whole number; read, write, order and compare 3-place decimal numbers.

Understand and use negative numbers in the context of temperature

Read and mark co-ordinates in the first two quadrants; draw simple polygons using co-ordinates; translate simple polygons by adding to and subtracting from the co-ordinates; reflect simple shapes in the y axis or in a line, noting the effect on the co-ordinates; translate simple shapes and note what happens to the co-ordinates.

Draw regular and irregular 2D shapes using given dimensions and angles; use the properties of 2D shapes, including rectangles, to derive related facts; identify 3D shapes from 2D representations; create 3D shapes using 2D nets and draw 3D shapes.

Science

Properties and changes of materials

- 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

Earth and Space

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies

Cross curricular English links with Geography-

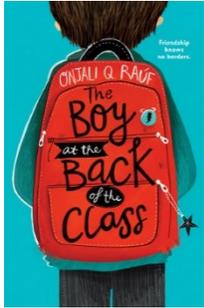
Letters

Diary entry

Narratives

Poetry

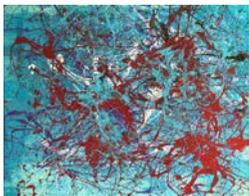
Fact-files



R.E. How are Jewish beliefs expressed at home?

1. What special clothes would I wear if I were Jewish?
2. What is a kosher kitchen?
3. Why is Pesach important to Jewish people and how is it celebrated?
4. What is Sukkot and why is it celebrated?
5. What happens during Shavuot?
6. How do Jewish people show commitment to their faith?
7. How do Orthodox and Reform traditions vary in Judaism?
8. So, why is it important to keep all these traditions and practices at home?

Art – Jackson Pollock art study



History – Who were the Ancient Maya?



Chronological understanding –

- Can they use dates and historical language in their work?
- Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?
- Can they use their mathematical skills to work exact time scales and differences as need be?

Knowledge and interpretation

- Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
- Do they appreciate that significant events in history have helped shaped a culture?
- Do they have a good understanding as to how a civilization is structured, evolves and grows?

Historical Enquiry

- Can they test out a hypothesis in order to answer a question?
- Do they appreciate how historical artefacts have helped us understand more about a time in history?

Key Challenges

Can they create timelines which outline the development of specific civilization?

Do they know the names of the major Maya cities that help make up the Maya empire?

Can they try and provide an explanation as to what happened to the Maya civilization?

MFL – Spanish

Planning an outer space journey.

Geography – Migration in North America

- Push/Pull factors
- Conflict
- Diversity

P.E.

Summer 1 – Athletics

Summer 2- Tennis and Hockey

PSHE-

Exploring new beginnings, diversity, friendship and caring:

- Co-operation
- Our actions
- Rights and responsibilities
- Our family
- Our friendships

Computing/ICT

Developing an interactive game.

Pupils will:
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.

Use sequence, selection, and repetition in programs; work with variables and forms of input and output

Music

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

Design Technology

Can we use natural materials to create a magical labyrinth?

Where does our food come from?

How can we transport our munitions safely?