

History

The Maya- study the Mayan way of life focussing on how they were the first astronomers, what did they find out about the planets? We will learn about what it was like to live in Mayan times and compare to living in Space - "Could we live anywhere else?". Learn about the Mayan numeral/alphabetical system and how they recorded their findings about space. Compare the Maya & Vikings, repeating historical enquiry skills to learn about the Maya.

A non-European society that provided contrasts with British history (Maya)

Y5 Expected

Historical enquiry:

- I can test a hypothesis to answer a question
- I can appreciate how historical artefacts have helped us to understand more about the lives of present and past.

Knowledge & Interpretation:

- I can describe historical events from different time periods.
- I can make comparisons between historical periods. (Compare the Vikings & Maya as they were around the same time).

Science: Earth & space

Learn about Space and investigate the effect of Space on the human body. Research into Space Exploration. Use this to apply to the big question "Could we live anywhere else?" about living in space and other planets. We will use STEM skills and lego robo construction, building on science investigation skills covered last term. In history, we will look at how the Maya used astronomy.

Y5 Expected:

- I can identify the movement of the earth and other planets in relative to the sun in the solar system.
- I can explain the seasons and how associated weather is created.
- I can describe and explain the movement of the Moon relative to the Earth?
- I can describe the Sun, Moon & Earth as spherical bodies.
- I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun against the sky.

Y5 Exceeding:

- I can compare the different time of day across the world.
- I can have the ability to understand how ancient civilisations used the sun to create astronomical clocks (Stonehenge).
- I can research scientists: Ptolemy, Alhazen & Copernicus.

Year 5 Could we live anywhere else? Spring 1

English

Key texts:

The Ice Bear (Jackie Morris)

Cosmic (Frank Cottrell-Boyce)

Guided Reading:

Non-fiction: Melting ice caps/Polar Bear facts

Cosmic (Frank Cottrell-Boyce)

Geography

Maya land use and journeys.

Using land use maps of where the Maya civilisation was based, discuss whether we could live there.

Y5 Expected

- I can plan a journey to another part of the world, taking into account time & distance.

I can find possible answers to my own geographical questions.

- I can map land use

Y5 Exceeding

- I can work out an accurate itinerary detailing a journey to another part of the world.

Mathematics

Place Value

Measurement

Addition & Subtraction

Statistics

For objectives, please see maths Medium Term Plan

Art / Design

Spring 2

PE

Swimming (coach)

PSHE

One Life: Physical and emotional changes

Emotional impact of living in different places

- Puberty
- Hygiene
- Wellbeing
- Effective learner
- Positive role models

MFL

Unit 8: Qu'est-ce que tu veux?

- I can understand short passages of familiar language.
- I can understand instructions, messages & dialogues within a short passage.
- I can identify the main points of a message & give a personal response on a passage.

Computing Algorithms

Using links to space exploration and finding out if we can live in space, use technology to program lego robots.

- I can combine sequences of instructions and procedures to turn devices on and off
- I can input and output
- I can use an IT program to control an external device that is electrical or mechanical
- I can use ICT to measure sound or light or temperature using sensors
- I can explore "What is?" questions using adventure or quest games
- I can write programs that have sequences and repetitions

Year 5 Could we live anywhere else? Spring 1

Music Appraising and performing, composing

Appreciate the work of great composers (The Planets - Gustav Holst) whilst using the music to consider what it would be like to live in Space. Begin to understand how music is structured and written in standard notation to perform.

- I can describe, compare and evaluate music using music vocabulary
- I can contrast the work of famous composers, expressing my preferences
- I can compose music that meets a specific criteria
- I can maintain my part, whilst others are performing their part
- I can use standard notation
- I can use notation in a performance

Design & Technology

Research, design, make and evaluate a Mayan mask

Maya masks had different functions and uses. What would it be like to live in a society with masks being valued so highly.

- I can come up with a range of ideas after researching information.
- I can take a user's ideas into account when designing.
- I can produce a detailed step-by-step plan.
- I can suggest alternative plans and say what the good points and drawbacks are for each.

R.E.

Special Books

How does the Christian faith impact on where people live?

- I can discuss what people Christians believe about God.
- I can find out about the Bible and its significance to Christians.
- I can demonstrate an understanding of the importance of the Bible, its impact on worship, values and daily living.