



Year 5. Spring 1

The Maya – Rites and Rituals



This exciting Unit welcomes pupils to the mysterious world of the Maya.

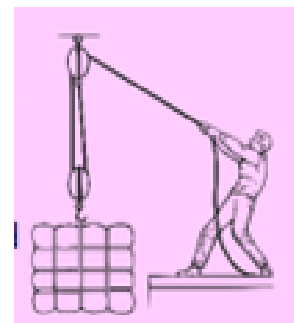
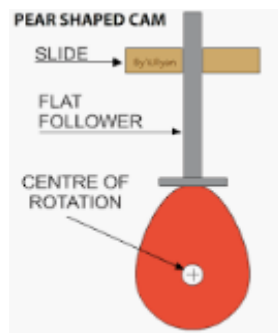
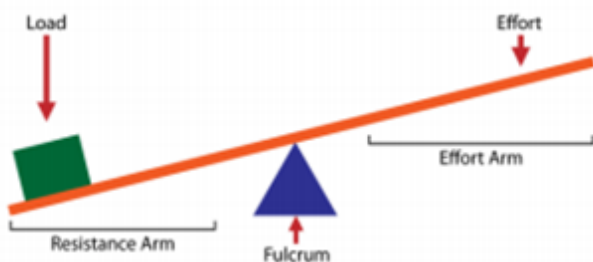
This highly advanced civilisation flourished in Central America and is noted for its awe-inspiring architectural and astronomical achievements. On a less pleasant note, the Maya are also remembered for playing highly violent sports and practising human sacrifice to please their bloodthirsty gods!

Pupils will learn about their settlement, beliefs, farming innovation and how their civilisation ended. region today.



Moving Stuff!

The children will explore how to move different objects. They will explore the types of movement produced by cam mechanisms in design and technology and consider how to use this. Also, they will apply knowledge about forces, acquired in science, to consider how to use levers, pulleys and gears most effectively.





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Subject Overview

	<p>READING: Children will have guided reading sessions each week. They will be encouraged to engage with a wide range of genre from our well-stocked library. All children will be set a reading target in the first few weeks which will be regularly reviewed with rewards for children that reach 100% and beyond.</p>
	<p>WRITING: Pupils will explore and produce extended writing across a range of genre — Bear Grylls biography, Daydreamer narrative, emotive poetry. They will learn how to draft, re-draft and edit effectively.</p>
	<p>MATHS: Multiplication and Division – Children multiply and divide numbers mentally drawing upon known facts. Children multiply and divide whole numbers and those involving decimals by 10,100 and 1000. Children multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Children divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Fractions - Children learn to recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Children compare and order fractions whose denominators are all multiples of the same number. read, write, order and compare numbers with up to three decimal places. Children identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Children recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Children add and subtract fractions with the same denominator and multiples of the same number. Children recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$). Children multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Measurement – Children use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. Children convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p>
	<p>COMPUTING: We Are Architects - Children will design a single storey building and then create it using Minecraft. This provides real and relevant experiences of design and architecture including aesthetics and spatial awareness. This also introduces the children to 3d software to be used later in year 6.</p>
	<p>DESIGN AND TECHNOLOGY: Sewing Machine Skills - Children will recap previously taught machine sewing skills in order to become more independent and proficient.</p> <p>We are textile designers - draw string bag Having previously used a sewing machine independently, children will now learn how to trouble-shoot when a problem occurs. They will then design and make a draw-string bag. During this process, children will learn the skills of attaching multiple pieces of fabric together as part of the bag's construction.</p>
	<p>FRENCH: What is the date? Children will learn the basic French phrases and words to explain the date.</p>
	<p>GEOGRAPHY: We Are Water Supply Engineers - Children will also locate key countries on world map to show water world water distribution and scarcity influenced by climate change over time. They will link this to the biome that they are in (i.e. dry desert biomes tend to be scarce of water) but notice how this is not always the case, because it depends on the water distribution system that country has implemented. Building on their knowledge of coasts and rivers, children will recap their knowledge of the water cycle from Year 4 Science to understand why we get rain. They will understand that rain is an important feature of the climate that allows us to get drinking water. Children will then develop this knowledge further to understand how water is distributed in the UK, with a focus on the South East of England. They will understand that water is a natural resource that is distributed through trade. They will learn that in the South East, water mostly comes from groundwater. The rest of our water comes from rivers and surface water reservoirs. They will understand the journey of water from rain, to rivers, the ground and reservoirs, to our taps. They will also gain a basic understanding of the wastewater process; how water that is used in the home is transported back to rivers. Children recap their knowledge of climate change and extend this to understand that climate change can cause drought. They will link this to biomes, understanding that climate change causes biomes to become drier. They will understand that this increases the need to save water and learn various ways to save water in their own home such as leaving a cold water jug in their fridge rather than running a tap until the water runs cold or taking showers instead of</p>



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	baths. Children will be introduced to a map of Hampshire, West Sussex, East Sussex, Kent and the Isle of Wight, which shows the distribution of water in the South East by Southern Water. They will also be introduced to a world map of water distribution/scarcity and will link this to climate change.
	HISTORY: Mayans – By reviewing what they know of timelines and chronology so far children learn what timelines show them and have taught them about the past? Building on the current timeline with dates of Maya settlement and collapse of the civilisation. Children compare the Roman invasion in England to the Spanish invasion of the Maya. Explore the theme of invasion and reasons for wanting to invade.
	MUSIC: Mayan Music - Children learn the Mayan style by listening to examples and ‘magpieing’ the best rhythms and ideas. They learn that the purpose of Mayan music was often ritualistic. Pupils create their own Mayan-style music in smaller groups taking on knowledge of previous lessons. Children will explore rhythms like ‘stick it up your jumper’ but also create their own. As a class, children decide on the structure and which ideas to take from their listening of the Mayan style. Use drums and instruments that mimic authentic instruments. Vary the dynamics and texture. Use voices. Record. The purpose is for Freddy the Teddy’s sacrifice – learn about ritualistic music for sacrifice
	PHYSICAL EDUCATION (PE): Invasion 7 – Basketball & hockey. Problems, problems - Teamwork challenges looking at communication and problem solving in groups to solve different problems. Gymnastics Perform a set routine on floor and vault.
	PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE): Puberty - Children will learn what puberty means; when it will occur; what changes will happen. Children will learn about the different types of family; what constitutes healthy or unhealthy relationships; and the concept of consent
	RELIGIOUS EDUCATION (RE): How do Ramadan and Eid-ul-Fitr celebrations help Muslims to feel part of a community? Children will learn about the ways that Ramadan and Eid-ul-Fitr are celebrated. They will consider how these celebrations help to bring the community together through prayer, shared meals and acts of giving to charity. Children will hear experiences of Ramadan and Eid-ul-Fitr from Muslims. Children will consider what it is like for a Muslim in the UK to be part of Ramadan and Eid-ul-Fitr celebrations. They can make links to celebrations and feeling a part of a community in their own lives.
	SCIENCE: Human growth - Children learn about the seven stages of the human life cycle, the changes that happen to the human body during puberty and about gestations periods and how they vary between different species. Focus scientist: Robert Winston.



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Year 5 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 5. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the Chesswood ACRO Challenge Gold Award.

Attitude	Creativity	Relationships	Organisation
Motivation 	Problem Solving 	Negotiation, Persuasion, Influence 	Planning 
<p>Keep going, even when things are difficult or boring - try extra hard in a subject that you don't enjoy - keep this up for the whole year! Ask your teacher if you are not sure which subject or area to choose.</p>	<p>Think about all the strategies you could use to solve a problem - choose one and see if it works. Break down problems into smaller tasks and find efficient ways to solve them. Ask for help in class if needed.</p>	<p>Take up a pupil leadership role, persuade and influence others to support you in this role. Negotiate a compromise when you are others are in disagreement. Act upon your desire to see change - influence the leader of that area (Head, Leader, Teacher).</p>	<p>Show your ability to plan for an event, activity or project by producing a plan, identifying targets, actions, resources and obstacles.</p>
Absorption 	Lateral Thinking Ideas Generation 	Communication 	Research 
<p>Make learning opportunities for yourself - research more information about something that has interested you at school or in the news. Complete some choice homework tasks.</p>	<p>Think outside the box! Try to come up with imaginative solutions for problems. Share your ideas in class and provide different ideas from other suggestions made so far.</p>	<p>Communicate confidently in front of your peers, talking clearly and using body language effectively to engage the audience. Be able to give advice as well as to follow advice.</p>	<p>Take on a piece of research which takes information from at least 3 different sources - expert / interview, book / magazine, DVD / video and the Internet.</p>