

# Year 5 Spring 1 Takeaway Tasks

<u>Linguistic</u>	<u>Mathematical</u>	<u>Visual</u>	<u>Kinaesthetic</u>	<u>Naturalistic</u>
I enjoy reading, writing and speaking.	I enjoy working with numbers and science	I enjoy painting, drawing and visualising.	I enjoy doing 'hands on' activities	I am interested in the natural world around me.
The Maya design their own symbols for words and numbers. Devise own symbols for writing and write a short story with them.	Investigate how old everyone in your family is, based on the 260 day a year Maya calendar.	Create a model of a typical Maya pyramid or statue. E.g. create a step pyramid with sugar cubes	Research traditional Maya food and cook a meal with your family. Create a food critic style review.	Research the environment of the Maya, focusing on the rainforest biome. Present your findings in your chosen way.
<u>Musical</u>	<u>Interpersonal</u>	<u>Intrapersonal</u>	<u>Spiritual</u>	<u>Free Choice</u>
I enjoy making music and listening to music	I enjoy working with others	I enjoy working by myself	I enjoy thinking about BIG! issues.	I enjoy creating my own tasks
Research the types of instruments the Maya used. Compose and record a piece of music in the Maya style	Work together with friends to create a model / costume / drama related to your Maya studies.	The Jaguar is a Maya symbol. Design your own symbol that represents you and your personality	Research the Mexican Day of the Dead, which originates from an ancient Maya festival.	Through your study of the Maya, come up with a task of your own to demonstrate what you have learnt.



## Year 5 Spring 1 Term

### 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!

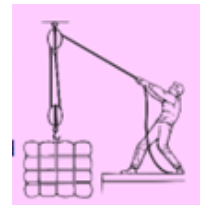
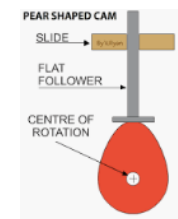
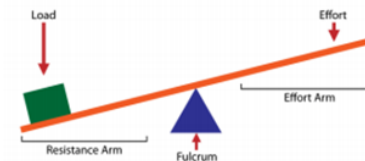
Pupils will learn about their settlement, beliefs,

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.



**Reader**



In reading, children will be exploring the layout, text types and information within survival guides in preparation for writing their own. They will then be dipping into the intriguing 'My name is Mina' by David Almond, where they will focus on some of Mina's innovative writing approaches and poetry.

Linked to the Maya theme, there will be a range of survival workshops to inspire the writing of a rainforest survival guide. The focus text, My name is Mina, will be the inspiration behind some creative writing and poetry.

**Writer**



**Mathematician**



The maths topics this term will be: multiplication and division - formal written methods, fractions - comparing, ordering, adding, subtracting, multiplying and converting to mixed numbers, decimal and percentage—rounding, comparing and problem solving.

Computing will explore the idea of 'We are architects':

pupils will be creating a virtual Art Gallery using Trimble

Sketch Up. They will have the opportunity to design wall space, lighting, seating and colour schemes before adding their own art to display on the walls.

**ICT**



**Geographer**



Children will look at the location of the Americas, focusing on sustainable farming and trade between North and South America.

History will focus on the development of the Maya empire, architecture, number system, calendar and astronomy and social structure with comparison to the Greek Civilisation.

**Historian**



**Scientist**



Forces will be the focus in science; exploring levers, pulleys and gears before designing and making a machine to change the strength or direction of a force.

Cam mechanisms will be studied and related to the theme of 'Moving Stuff!'

**Designer**



**Musician**



The children will be exploring 4 and 8 beat rhythms; writing and playing these using standard notations, creating compositions with a Maya feel, to explore the pentatonic scale and link to a unit on ritualistic music.

**Linguist**



In French, children will be learning how to have conversations, including the topic of pancake day — Shrove Tuesday.

**Thinker**



In this unit, children will be looking into the Islamic faith—asking the question, does belief in Akira help Muslims lead a good life?

In PE, pupils will be taking part in various invasion games and table tennis.

**Athlete**



## Year 5 ACRO Challenge

Pupils will be encouraged to work towards their ACRO Silver Award. This is based on the skills work being undertaken in school.

Attitude	Creativity	Relationships	Organisation
Determination	Enquiring	Empathy	Decision Making
Demonstrate that when you find things difficult, you don't give up, but keep on trying (sometimes taking different approaches).	Come up with a series of questions to re-search (relating to your class topic) – present these questions clearly – eg mind-map. Carry out research to answer the questions you have and present your findings in an imaginative way.	Demonstrate how and why you have responded to a national or local charity event. Why you chose to help and how you raised money.	Demonstrate that you can make decisions for yourself in class, taking the necessary steps before asking the teacher – eg use dictionary / ask peer to check spelling.
Self-knowledge, belief, confidence	Reasoning	Presentation	Vision / Goal-Setting
Maintain your ACRO booklet, updating all areas regularly, giving detailed evidence of your strengths and weaknesses, and setting termly targets for yourself.	Research the different points of view in a topical debate – present both sides of the argument and conclude with your own views. Present to teacher / class.	Plan and deliver a short presentation promoting a book you have read, ensuring you don't just read from your notes.	Set yourself a personal goal and keep a record of the steps you take to achieve this – over at least one term (academic or otherwise).