





History – The Maya	
<b>Topic: The Maya</b>	
<b>Key Substantive Concepts:</b>	
<b>Sticky Knowledge: Chronology, Foundations of the Modern World, People, Culture and Beliefs, Trade and Migration, Civilisation, Society and Governance,</b>	
<ol style="list-style-type: none"> <li><b>The chronology of the Maya civilisation</b></li> <li><b>The similarities and differences we can determine through Maya and Egyptian writing</b></li> <li><b>That early Islam, Jews and Maya had different ways of telling the time</b></li> <li><b>That Mayan cities were interdependent through trade</b></li> <li><b>That Mayan society was complicated and diverse, with rich and poor people, weak and strong people, people with power and people without</b></li> </ol>	
<b>Disciplinary Understanding:</b>	
Children will understand how historians:	
<b>Change and Continuity</b> Identify similarities and differences between past civilisations and our own	
<b>Similarity and Difference</b> -identify a wider chronological pattern of other civilisations and periods Identify similarities and differences between past civilisations and our own Compare and contrast the success of civilisations at using their resources	
<b>Sources and Evidence</b> Use archaeology, but also the difficulties in interpreting the past with only the material remains at hand.	
<b>Vocabulary</b>	
Glyphs, bajos, venotes, chultuns, mesoamerican, Copan, hieroglyphic, stela/stelae, long count calendar system, cacao, dependence/interdependence, resources, Popul Vuh,	

<b>Art – Design for a Purpose</b>	
<b>Making skills</b> Design, control and manipulate art materials to suit a purpose	
<b>Formal elements</b> Build confidence in using colour, shape and pattern	
<b>Generating ideas</b> Expressing ideas and feelings about familiar products, designing and inventing new products	
<b>Knowledge of artists</b> Learning how artists use colour, pattern and shape to create positive visual effects	
<b>Evaluating</b> Presenting, discussing and critically appraising each other’s work using the language of art	
<b>SMSC</b> Inventing new products that will transform the world around them	



<b>PE - Cricket</b>	
<b>Knowledge</b>	<p>To slide my bat over the crease when running What a position of anticipation looks like when fielding How to grip the bat correctly, take up a suitable stance and strike the ball consistently well To bowl from the crease line and that my foot can land on the line itself Which ground fielding technique to use and why Which calls I should use when batting That I can leave my crease to hit balls Why I might leave my crease How to bowl leg spin What overthrows are Why it is important for outfielders to walk in with the bowler as he/she runs up To work as a team ensuring that I back up for possible overthrows The importance of great communication when batting</p>
<b>Skills</b>	<p>Catch consistently well under pressure Throw accurately overarm Pull a ball from a short delivery to the leg side I can bowl with a short run up and straight arm with some accuracy Perform a range of fielding techniques confidently and consistently Bowl with a run up Bowl with consistent accuracy and length Pick up and return a ball with one hand quickly and consistently well Use my feet to get to the pitch of the ball when batting Show tactical awareness as a fielder Bowl out of the back of my hand Play a square cut shot Link my skills and perform in a competitive game Bowl by running in close to the wickets</p>

<b>Science – Sticky Knowledge</b>	
<b>Light and Sight</b>	
<ul style="list-style-type: none"> <li>•There must be light for us to see. Without light it is dark.</li> <li>•We need light to see things even shiny things.</li> <li>•Transparent materials let light through them and opaque materials don't let light through.</li> <li>•Beams of light bounce off some materials (reflection).</li> <li>•Shiny materials reflect light beams better than non-shiny materials.</li> <li>•Light comes from a source</li> </ul>	
<b>Materials</b>	
<b>Rocks and Soils</b>	
<ul style="list-style-type: none"> <li>•There are different types of rock.</li> <li>•There are different types of soil.</li> <li>•Soils change over time.</li> <li>•Different plants grow in different soils.</li> <li>•Fossils tell us what has happened before.</li> <li>•Fossils provide evidence.</li> <li>•Paleontologists use Fossils to find out about the past.</li> <li>•Fossils provide evidence that living things have changed over time.</li> </ul>	
<b>Solids, Liquids and Gases</b>	
<ul style="list-style-type: none"> <li>•Solids, liquids and gases are described by observable properties.</li> <li>•Materials can be divided into solids, liquids and gases.</li> <li>•Heating causes solids to melt into liquids and liquids evaporate into gases. d) Cooling causes gases to condense into liquids and liquids to freeze into solids.</li> <li>•The temperature at which given substances change state are always the same.</li> </ul>	

<b>Geography – Wish You Were Here?</b>	
<u>How is climate change affecting countries around the world? – Study on Bangladesh and the geographical impact of climate change</u>	
<a href="http://www.royalsocietypublishing.org/journal/rsos">Royal Geographical Society - Geography and climate change (rgs.org)</a>	
Describe and understand key aspects of human geography: economic activity including trade links and distribution of natural resources including energy, food, minerals and water	
Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within Asia	
Use a range of mapping to locate countries and describe features studied	
Use 8 points of a compass, 4 and 6 figure grid references, symbols and keys	

## French – Planning a French Holiday

### Key Knowledge:

To know that the near future tense is formed by using the present tense of the verb aller + the infinitive, e.g. je vais manger - I am going to eat

To know that, when saying you go to a country, the preposition used depends on the gender of the country name: en with feminine singular countries, au with the masculine singular countries, aux with countries that are plural

To understand that gistng a text involves getting an idea of what it is about and doesn't mean understanding every word

To know different ways to travel to France

To know how to distinguish between the present and the near future tense

## PSHE

Safety and the changing body (**Y5 strand**)

Economic wellbeing (**Y5 strand**)

Thoughtbox: Habitats and Waste

## Design and Technology – Digital World

### Design

- Writing a design brief from information submitted by a client
- Developing design criteria to fulfil the client's request
- Considering and suggesting additional functions for my navigation tool
- Developing a product idea through annotated sketches
- Placing and manoeuvring 3D objects, using CAD
- Changing the properties of, or combine one or more 3D objects, using CAD

### Make

- Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo)
- Explaining material choices and why they were chosen as part of a product concept
- Programming an N,E, S,W cardinal compass

### Evaluate

- Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool
- Developing an awareness of sustainable design
- Identifying key industries that utilise 3D CAD modelling and explain why
- Describing how the product concept fits the client's request and how it will benefit the customers
- Explaining the key functions in my program, including any additions
- Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch
- Demonstrating a functional program as part of a product concept

### Technical Knowledge

- To know that accelerometers can detect movement
- To understand that sensors can be useful in products as they mean the product can function without human input

## Computing

Title	Success Criteria
Introducing 2Design and Make	<ul style="list-style-type: none"> <li>• Children know what the 2Design and Make tool is for.</li> <li>• Children can explore the different viewpoints in 2Design and Make whilst designing a building.</li> </ul>
Moving Points	<ul style="list-style-type: none"> <li>• Children can adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form.</li> </ul>
Designing for a Purpose	<ul style="list-style-type: none"> <li>• Children can explore how to edit the polygon 3D models to design a 3D model for a purpose.</li> </ul>
Printing and Making	<ul style="list-style-type: none"> <li>• Children can refine one of their designs to prepare it for printing.</li> <li>• Children can print their design as a 2D net and then created a 3D model.</li> <li>• Children can explore the possibilities of 3D printing.</li> </ul>

**Wish You Were Here**

Music – Dancing in the Street

[Dancing In The Street/Year 5/Original Scheme/Home – Charanga Direct](#)