

English

Fiction – the children will write stories based on stories from other cultures. **Non-Fiction** – the children will write non-chronological reports and debates.

The children will use a wider range of subordinating connectives (*whilst, until, despite*) with possible use of several subordinate clauses and use modifiers contribute to shades of meaning, e.g. adverbs (*extremely*).

Personal spelling lists, revising rules for adding suffixes e.g. ing, ed, ness, ful etc. and silent letters



History

What was Mayan life like?

Initially the children will explore why the Mayans were a significant society through looking at images and artefacts. The children will produce a brief tour guide of a typical city and then explore the hierarchical structure within their society.

Maths

The children will: interpret and construct line graphs and use to solve problems; calculate and interpret the mean as an average; use fractions as operators, add and subtract fractions and mixed numbers, multiply pairs of proper fractions writing the answer in its simplest form, divide proper fractions by whole numbers; use negative numbers in context and calculate intervals across zero; reduce a fraction to its simplest form by dividing both the numerator and denominator; recall and use equivalences of fractions, decimals and percentages and use written methods for short and long x of 3 digit by 2 digit numbers.

Mayans

RE - In what way is Christ's death and resurrection a victory?

The children will explore the Easter Story as the story of Christ's triumph and victory over death and they will be given an opportunity to ask questions, and discuss feelings about loss, death and Heaven, opening up their ideas and perceptions, whilst giving them time to think about and respond to the key questions in a safe caring environment.

Science –

What is within our Solar system?

Children will work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.

The children will study Copernicus.

Physical Education

Strike/field & wall/net – the children will play competitive games, [for example, badminton, cricket, rounders and tennis], and apply basic principles suitable for attacking and defending.

Music - Jazz, Latin and Blues

Spanish – Weather and Countries

The children will learn about travelling to Spain, transport and weather.

PHSCE – the children will recognise that there are many different ways to communicate and will understand the need to both listen and speak when communicating with others.

Computing – To Program

The children will: explore procedures using repeat to achieve solutions to problems with Logo and a floor robot (Roamer / Probot); use a variable to replace the length of side and the angle of a regular shape; explore instructions to control software or hardware with an input and using **if... then...** commands and explore a computer model to control a physical system (e.g. Lego WeDo system or Flowol and FlowGo)

Art

What will your sculpture be of?

Using Mayan heads for inspiration the children will plan, create and evaluate their own sculpture.

Year 5/6 Cycle A Medium Term Outline Planning – Web Published Planning

DRIVING THEME: Were the Mayans astronomers? History	Main text: The Jungle Book- Rudyard Kipling
PE, Music, PSHE and FML are fixed themes throughout the year although links will be made where relevant (see Curriculum Map).	
As Scientists we will: Work Scientifically. Understand Earth and Space	To work scientifically <ul style="list-style-type: none"> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations To understand Earth and space <ul style="list-style-type: none"> 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 Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
As Historians we will:	To build an overview of world/local history <ul style="list-style-type: none"> study a non-European society that provides contrasts with British history – Mayan civilization c. AD 900; 21
As Artists we will study sculpture: Mayan heads	<ul style="list-style-type: none"> Choose one sculpture for in-depth research and analysis Evaluate using artistic language and analyse their work Plan, create and evaluate a sculpture using Mayan heads for inspiration and to justify their own choices

<p>As Writers we will:</p>	<ul style="list-style-type: none"> • Use a wider range of subordinating connectives (<i>whilst, until, despite</i>) with possible use of several subordinate clauses to aid economy of expression (<i>Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle... 'Whilst under my roof, you will obey my rules, which are clearly displayed'</i>). • Use modifiers contribute to shades of meaning, e.g. adverbs (<i>extremely</i>). • Shape paragraphs to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection.
<p>As Mathematicians we will:</p>	<ul style="list-style-type: none"> • Interpret and construct line graphs and use to solve problems. • Calculate and interpret the mean as an average • Use fractions as operators, add and subtract fractions and mixed numbers, multiply pairs of proper fractions writing the answer in its simplest form, divide proper fractions by whole numbers • Use negative numbers in context and calculate intervals across zero • Reduce a fraction to its simplest form by dividing both the numerator and denominator. • Recall and use equivalences of fractions, decimals and percentages • Use written methods for short and long \times of 3 digit by 2 digit numbers including involving decimals. • Use written methods for short and long \div of numbers involving decimals. • Use brackets. • Identify and use all 4 operations to solve problems involving numbers and quantities including conversion of currency and percentages • Solve simple problems involving ratio or proportion. • Express a general statement and use simple formulae involving one or two operations.
<p>Thinking spiritually we</p>	<ul style="list-style-type: none"> • Discuss the meaning of victory and being victorious. • Jesus as the victorious redeemer of human kind.

will:	<ul style="list-style-type: none"> • The words and imagery of Easter hymns and songs. • Artwork depicting the crucifixion and resurrection. • Connect the themes and imagery found in <i>The Lion, the Witch and the Wardrobe</i> by CS Lewis, with the Easter Story. • Have a visit from a member of the clergy to talk about Easter celebrations in church.
Using ICT we will: Study how to program	<ul style="list-style-type: none"> • Children recognise the need for an effective algorithm to achieve a specific outcome. • They understand that efficient procedures are important for effective outcomes. • Children begin to recognise the need to break problems up into smaller parts to achieve a solution. • Children recognise that sensing change can be used to begin an action. • Children begin to understand the need for logical reasoning to detect and correct errors in a program. • Children recognise a variable in an algorithm or program and begin to understand why it is needed.
During PSHE we will: Study relationships	<ul style="list-style-type: none"> • Know about the basic synergy between physical, emotional and mental health • Negotiate and present their own views • Recognise that there are many different ways to communicate • Understand the need for confidentiality in certain situations • Know and understand the importance of listening to others • Understand the need to both listen and speak when communicating with others
During Spanish we will: Study weather and countries	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using

	<p>familiar words and phrases*</p> <ul style="list-style-type: none"> • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing
<p>As Musicians we will: Study Jazz, Latin and Blues</p>	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.