

Spring Term Planning 2017 – Year 5

	1	2	3	4	5	6	7	8	9	10	11	12	13
	The Mayans				Living Things		Thieves and Rogues			Materials			Own Topic
SOLE	What would it be like if the Mayans lived in our society today?				How do living things know when to stop growing?		How do we know what is right and what is wrong?			How much water do you need to recover the stolen diamonds?			-
English	Writing in role from different social statuses Tourist letter – holiday to central America Poetry – what happened to the Mayans?				‘Flanimals’ style writing: character description, setting description and writing about how to care about the creature created.		Poetry – The Highwayman			Persuasive writing Playscripts			
Topic Maths	Task: Reading a Mayan calendar. Simple calculations using Mayan numbers. Build a 3D Mayan temples using nets. Read the timetable for the Mayan museum.				Task: Comparing the gestation periods of different animals <i>Objective: Solve comparison, sum and difference problems using information presented in a line graph.</i>					Task: Pupils will be presenting data in graph from <i>Objective: Complete, read and interpret information in tables, including timetables.</i>			
History	Task: Diagram to show Mayan hierarchy structure. Task: Research own area of interest in the Mayans and present it as a fact file. <i>Objectives: A non-European society that provides contrast with British History (either Early Islamic Civilization, Mayan Civilization or Benin)</i> <i>Describe the social, ethnic, cultural or religious diversity of past society.</i>						Task: Re-enact a courtroom scene with Judge Jefferys. What sentences will you decide? <i>Objectives: A local history study. Identify continuity and change in the history of the locality of the school.</i>						
Geography	Task: Label a map of South America and use an atlas to locate the main physical characteristics. <i>Objective: Name and locate the countries and cities of North and South America and identify their main physical and human characteristics.</i>						Task: Using a map of the local coastline – explain why Fleet was good for smuggling. <i>Objectives: Identify and describe how the physical features affect the human activity within a location.</i>						
Art	Task: Create a Mayan mask. <i>Objectives: Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.</i>				Task: Draw pictures of living things showing movement e.g. birds in flight. <i>Objectives: Collect information, sketches and resources and present ideas imaginatively in a sketch book.</i> <i>-Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</i> <i>-Use a choice of techniques to depict movement, perspective,</i>								

		<p><i>shadows and reflection.</i> <i>-Use lines to represent movement.</i></p>			
Design and Technology			<p>Task: Create a pouch with a draw string that could be used by a smuggler. <i>Objectives: Create objects (such as a cushion) that employ a seam allowance.</i></p>		
Science		<p>Task: What are the different stages of human life? Can you recognise each stage of human development, explaining the needs, physical changes and different responsibilities? <i>Objective: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</i></p> <p>Task: How are babies made? What is the gestation period? How do babies develop and grow? <i>Objective: Describe the life process of reproduction in some plants and animals.</i></p>		<p>Task: Some materials are: hard, soluble, transparent, a conductor or magnetic. Explore and group together the materials with the same properties. <i>Objectives: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</i></p> <p>Task: Some materials dissolve in a liquid to make a new solution. Investigate how this happens. Are there some materials which won't dissolve? <i>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</i></p> <p>Task: Separate the different materials collected as evidence. The tools you have available are: sieves, magnets, filter paper and a heat source. <i>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes.</i></p> <p>Task: Conduct a fair test to investigate which type of plastic bag best meets the needs of each shop</p>	

				<p>owner? Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Task: Explain the changes of state occurring and identify which changes are reversible. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	
RE	<p>Task: Understand the Hindu belief that there is one God with many different aspects Task: Pupils will learn about and discuss the Hindu belief in Brahman and how it affects Hindu lives. This will build up to responding to the question: 'How can Brahman be everywhere and in everything?' <i>Objectives: Identify religious symbolism in literature and the arts. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). Express their own values and remain respectful of those with different values. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain how some teachings and beliefs are shared between religions.</i></p>		<p>Task: Question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events that happened during Holy Week Task: Pupils will be learning about the Christian holy week, to support their response to the key question: 'Did God intend Jesus to be crucified and if so was Jesus aware of this?' <i>Objectives: Explain the practices and lifestyles involved in belonging to a faith community. Explain how religious beliefs shape the lives of individuals and communities. Explain some of the different ways that individuals show their beliefs. Identify religious symbolism in literature and the arts.</i></p>		
ICT	<p>Task: Read, search and create a database based on holiday makers to Central America. Task: Search an online database to find a holiday wo Central America with given criteria. <i>Objectives: Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</i></p>	<p>Task: To create a classification key to categorise living things <i>Objective: Use lists to create a set of variables.</i></p>	<p>Task: Create a collecting game using Scratch. It must include a score and it must link to the topic. <i>Objectives: Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</i></p>	<p>Task: Use the Think You Know website to explore the dangers of using the online safety. Task: Using Publisher, create a poster explaining the key messages they have learnt about Internet safety. <i>Objectives: Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online.</i></p>	
PSHE	<p>Dreams and Goals <i>Objectives: Stay motivated when challenged.</i></p>		<p>Healthy Me <i>Objectives: Make healthy food choices and eat a healthy balanced diet.</i></p>		

	<p>Keep trying when things are difficult. Work well with a partner or group. Have a positive attitude. Help others to achieve their goals. Work hard to achieve my goals.</p>	<p>Know the importance of being physically active. Know how to keep myself safe. Know how to be a good friend. Know how to keep calm in a difficult situation.</p>
Music		<p>Classroom Jazz Task 1. Listen & Appraise Objectives: Listen with attention and detail to a range of live and recorded music from different periods and cultures with increasing aural memory. Choose from a wide range of musical vocabulary to accurately describe and appraise music Task 2: Musical activities Objectives: Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Create rhythmic patterns with an awareness of timbre and duration. Task 3: Perform and Share Objectives: Perform with controlled breathing (voice) and skilful playing (instrument). Perform solos or as part of an ensemble.</p>
French	<p>Task: Revision of dates and numbers and learning vocabulary for adverbs of place Task: Listen to French songs Objectives: Listen to songs, chants and rhymes and identifying (and joining in with) repeated words and phrases. Task: speak in simple sentences Objectives: Understand the main points from simple spoken passages. Ask others to repeat words or phrases if necessary. Task: write short sentences Objectives: write a few short sentences, using familiar expressions. Write, change or enhance short phrases from memory to describe people, places (using common adjectives) and actions (using common adverbs).</p>	