



Everybody Excelling, Every Day, No Excuses!

Theme Title: <u>Explorers – South America</u>			Year group: 5 Term: Spring 1
Hook	Explore	Excite	Celebrate
Mayan civilisation films BBC Teach	Mayan Art	Make Mayan costumes/jewellery	Mayan Museum – share with parents

Core subjects: Theme Content

By the end of this unit the children will be able to...

Science	<p><u>Properties and changes of materials</u></p> <p>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>-demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>-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> <p>Tell you using evidence why some materials are best suited to different uses.</p> <p>Tell you why some state changes are reversible, and some state changes aren't.</p>
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Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	<p><u>Rights and Responsibilities</u></p> <p>Structure</p> <p>To understand why structure is needed in different situations</p> <p>To understand the term 'anarchy' and understand the implications of living in an anarchic society</p> <p>Law and Order</p> <p>To know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy</p>
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	<p>U.N. Rights To learn about organisations such as the United Nations To understand the importance and significance of equal rights Community Event To understand the benefits of living in a diverse community and learn to celebrate diversity To talk with a wide range of adults</p>
Humanities	<p><u>What was life like for the Mayans? Humanities</u> <u>A non-European society</u> <u>Mayan AD900</u> <u>Calendar, art and craft, Mayan writing, beliefs –sacrifice, religion and gods</u> What was life like for the Mayans? When did the Mayan civilization take place? Where did it take place? What do you think this place was like? What was this place actually like? Which event is the oldest? What do songs/paintings/buildings tell us about the MC? How did life change during the MC? Why do we remember the MC? Why was the Mayan empire successful? What was so important about MC temples and sacrifice? How do you think it felt when people were sacrificed? What made the MC the way it was? (geographically) How was the MC connected to other places? I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics. I can name and locate the cities of South America and identify their main human and physical characteristics I can compare lifestyles of South America and the UK I can describe geographical diversity across the world: ice caps, mountain ranges, deserts, rainforests, tropical regions, temperate regions etc I can apply my knowledge of chronology in a secure way I can make a time line of events or developments I can describe how things have changed over time I can use the correct historical vocabulary in my writing and discussions about the past I can use words to describe how time passes and how events are recorded I can describe similarities and differences between time periods, by comparing and contrasting I can describe the ways of life of ordinary people who lived in this country or other parts of the world in the past.</p>

	<p>I can describe the beliefs and ideas people held.</p> <p>I can describe connections between developments in different time periods</p> <p>I can describe why an event, people or individual are significant</p> <p>I can talk about the causes and effects of events in the past</p> <p>I can explain when an important event or development happened, why it happened and what happened next</p> <p>I can ask and answer more complex questions about the past</p> <p>I can select appropriate information from different sources to find out about the past, such as</p> <ul style="list-style-type: none"> *novels and play scripts *information books *pictures or photographs *documents and diaries *DVDs or videos *the internet *artefacts *museum displays *old buildings and heritage sites <p>I can organise my understanding of history in different ways to make sure it makes sense such as</p> <ul style="list-style-type: none"> *writing *drawing *painting and collage *drama *making models * making a museum display *performing a play *giving a spoken representation *making a presentation using the computer or a short film <p>I can write as if I were living in the past, perhaps in the style of an autobiography or diary.</p>
RE	<p>What are some of the beliefs and values of Sikhism?</p> <ul style="list-style-type: none"> Sikh prayer, 5 K's, Gurdwara Beliefs and values in Sikhism Sikh beliefs and values in our society
Arts– Drop Down	<p>Engineering and Science DT focus</p>
PE	<p>Invasion Games</p> <p>Netball</p> <p>I can perform skills with accuracy, confidence and control</p>

	<p>I can use a variety of dodges and passes to keep the ball I know how to mark and defend to try and stop the opposition scoring I can recognise parts of our team performance that can be improved, and identify practices that will help</p> <p>Gymnastics Flight I can perform combinations of actions and agilities that show clear differences between levels, speeds and directions. I can identify which aspects were performed consistently, accurately, fluently and clearly and suggest improvements to speed, direction and level in the composition.</p>
Computing	<p>Unit 5.3 - Spreadsheets – Purple Mash Conversions of measurements.</p> <ul style="list-style-type: none"> • Children can create a formula in a spreadsheet to convert m to cm. • Children can apply this to creating a spreadsheet that converts miles to km and vice versa. <p>Novel use of the count tool.</p> <ul style="list-style-type: none"> • Children can use a spreadsheet to work out which letters appear most often. • Children can use the ‘how many’ tool. <p>Formulae including the advanced mode.</p> <ul style="list-style-type: none"> • Children can use a spreadsheet to work out the area and perimeter of rectangles. • Children can use these calculations to solve a real-life problem. <p>Using text variables to perform calculations.</p> <ul style="list-style-type: none"> • Children can create simple formulae that use different variables. • Children can create a formula that will work out how many days there are in x number of weeks or years. <p>Using a spreadsheet to plan an event.</p> <ul style="list-style-type: none"> • Children can use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.
MFL	<p>I know the Spanish alphabet. I can converse about places in town and give directions.</p>