

**Autumn Term Year 5 Themes, subjects with National Curriculum objectives**

**Theme: Mysterious Mayans/Save the rainforest**

**PHASE 1: Inspire and motivate**

Children research and share an aspect of Mayan life

**PHASE 2: Learn Specifics**

**Stories from other cultures (English)**

- Give well-structured descriptions, explanation and narratives for different purposes including for expressing feelings.
  - Increasing their familiarity with a wide range of books, including stories from other cultures and traditions.
  - Asking questions to improve their understanding
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - Predicting what might happen from details stated and implied
- plan, draft and evaluate their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - assessing the effectiveness of their own and others' writing

**Biomes (Geography)**

- Locate world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.
- Describe and understand key aspects of:
  - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, and earthquakes, and the water cycle.

**PHASE 1: Inspire and motivate**

**PHASE 2: Learn Specifics**

**Report writing (English)**

- Identify and discuss themes and conventions across a range of writing
- ask relevant questions
  - articulate and justify answers
  - participate in presentations
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
  - distinguish between statements of fact and opinion
  - retrieve, record and present information from non-fiction
  - plan writing- audience and purpose, form, using models
  - draft writing, using organisational and presentational devices; indicate grammatical features; formal writing vocabulary and structures
  - evaluate and edit; tenses, subject and verb agreement,
  - proof read

**Creating Samba rhythms (Music)**

- 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
- 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.

<ul style="list-style-type: none"> <li>- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	
<p><b>Designing a Mayan game (Computing; Coding)</b></p> <ul style="list-style-type: none"> <li>- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p><b>Creating a clay Mayan mask (Art)</b></p> <ul style="list-style-type: none"> <li>- To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (For example, pencil, charcoal, paint, clay)</li> </ul>
<p><b>Mayan Civilisation (History)</b></p> <ul style="list-style-type: none"> <li>- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>- Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> <li>- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>	<p><b>Dance – Samba (PE)</b></p> <ul style="list-style-type: none"> <li>- Perform dances using a range of movement patterns.</li> <li>- Develop flexibility, strength, technique, control and balance.</li> <li>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

PHASE 3: Apply and Share	PHASE 3: Apply and Share
<p>Parents celebrate the end of our topic learning a variety of skills taught by the children, including making a Mayan mask and learning how to Samba.</p>	
<p><b>Non-themed Subjects</b></p>	
<p><b>English Skills;</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Spoken language</li> <li>- Spelling</li> <li>- Handwriting</li> <li>- Grammar and punctuation</li> </ul>	<p><b>English Skills;</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Spoken language</li> <li>- Spelling</li> <li>- Handwriting</li> <li>- Grammar and punctuation</li> </ul>
<p><b>Mathematics;</b></p> <ul style="list-style-type: none"> <li>- Number; number and place value</li> <li>- Number; fractions (including decimals and percentages)</li> <li>- Number; multiplication and division</li> <li>- Number; addition and subtraction</li> <li>- Measurement</li> </ul>	<p><b>Mathematics;</b></p> <ul style="list-style-type: none"> <li>- Number; number and place value</li> <li>- Number; fractions (including decimals and percentages)</li> <li>- Number; multiplication and division</li> <li>- Measurement</li> <li>- Geometry; position and direction</li> <li>- Geometry; properties of shapes</li> <li>- Statistics</li> </ul>
<p><b>Environmental studies;</b>  <b>Talking Trees and Making an Entrance</b></p> <ul style="list-style-type: none"> <li>- Apply and develop skills in planting bulbs, small plants and caring for the plants during late Summer, Autumn and Winter.</li> <li>- Begin to research plants that could be used in a ‘Sensory Garden’.</li> </ul>	<p><b>Environmental studies;</b>  <b>Talking Trees and Making an Entrance</b></p> <ul style="list-style-type: none"> <li>- Be able to give definition of native trees and explain the importance of trees in our ecosystems with a focus on British Woodlands.</li> <li>- Explain why trees lose their leaves in Autumn and what happens to the leaves in the process</li> </ul>
<p><b>RE; Judaism and Christianity</b></p> <ul style="list-style-type: none"> <li>- Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings from some religions.</li> <li>- Know the function of objects/places/people within religious practices and lifestyles.</li> <li>- Begin to recognise key similarities and differences.</li> <li>- Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</li> <li>- Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</li> </ul>	<p><b>RE; Light, advent and Hanukah</b></p> <ul style="list-style-type: none"> <li>- Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own</li> <li>- Begin to identify the impact of religious teachings, including the effect sacred texts have on believer’s lives. Identify religious symbols and symbolic actions</li> </ul>

<p><b>Science; Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>- Identify properties of a range of every day materials.</li> <li>- Explain the difference between a mixture and a solution.</li> <li>- Identify an irreversible/reversible reaction.</li> <li>- Decide how materials might be separated.</li> <li>- Plan a fair test to answer a questions.</li> <li>- Carry out an investigation to answer a question.</li> <li>- Record and present results</li> <li>- Explore further questions using knowledge to investigate materials and their properties further.</li> </ul>	<p><b>Design and technology; Moving toys (cams)</b></p> <ul style="list-style-type: none"> <li>- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</li> <li>- select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>- select from and use a wider range of materials and components according to functional properties</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>-understand how key events and individuals in design and technology have helped</li> </ul>
<p><b>French (MFL) – greetings, information about yourself and numbers</b></p> <ul style="list-style-type: none"> <li>- listening and responding</li> <li>- engage in conversations</li> <li>- develop accurate pronunciation and intonation</li> <li>- describe things orally</li> </ul>	<p><b>French (MFL) – Colours, Christmas and body parts</b></p> <ul style="list-style-type: none"> <li>- present ideas and information orally</li> <li>- speak in sentences</li> <li>- explore patterns of sound through songs and rhyme</li> </ul>
<p><b>PE;</b></p> <ul style="list-style-type: none"> <li>- Indoor Athletics</li> <li>- Tag Rugby</li> </ul>	<p><b>PE;</b></p> <ul style="list-style-type: none"> <li>- Netball</li> </ul>