

St Dennis Primary Academy

Year: 5

Term: Spring 2

Curriculum Drivers

Real life experiences

Museum Virtual Visit: Use the British Museum's Maya collection virtual tour to examine real artefacts and discuss what evidence survives.

Bake and sell as part of an **enterprise project**.

A presentation about the Mayans dressed as a Spanish Conquistador.

Making a Mayan Calendar

Archaeology workshop 5 large objects to unearth



Wellbeing

Gratitude Ritual: Inspired by Maya Offerings:

Children write or draw something they are grateful for and place it in a class 'gratitude bowl' each week.



Oracy

Physical: English - Conscience Alley. To consider movement when addressing an audience, using body orientation to show agreement/disagreement during conscience alley. To consider how tone, volume and pace influence meaning when performing spoken parts of the narrative.

Linguistic: History - Debating reasons for Maya disappearance. To use an increasingly sophisticated range of sentence stems with accuracy (e.g., "A significant reason may be...", "Building on ___'s point...", "In contrast").



Environment and Community

Community Link: Invite a local environmental group (e.g., gardeners, conservationists, or a local farm) to discuss how climate affects crops today, just as it did for the Maya.

Enterprise project linked to Money and Careers week linked to local charity



Big Question: When and why did the Maya disappear?

Stunning Start: Introducing the children to the game Pok-A-Tok and letting them play.

English

Storytelling Text: The Rainplayer – David Wisniewski



Imitation: Using the drama technique conscience alley.

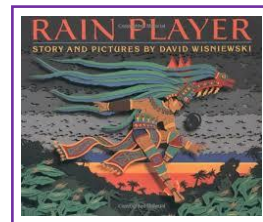
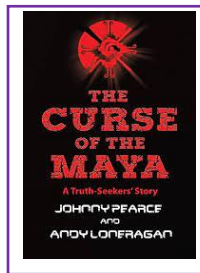
Spelling, Punctuation and Grammar: Dialogue, devices to build cohesion including pronouns and nouns to aid cohesion and avoid repetition, link ideas using adverbials of time/place/manner.

Innovation: Change the character/dialogue.

Invention: Children invent and write their own 'wishing tales'.

Wider Curriculum Writing: Explanation. The most significant reasons for the disappearance of the Maya (History)

Book/Novel Study Text: The Curse of the Maya by Johnny Pearce and Andy Lonergan



Fabulous Finish: A showcase of learning and a Kahoot style quiz for parents to join in with.

Assembly Theme: Teamwork

Emotional Literacy: Exploring Sensory Support Tools / Exploring Tools for Calming / Exploring Tools – Thinking Strategies

Mathematics:

Number: Decimals and percentage



- Decimals up to 2 places
- Equivalent fractions and decimals- tenths and hundredths
- Thousands as fractions, decimals and on a place value chart
- Order and compare decimals
- Round to the nearest whole number and to 1 decimal place
- Percentages as fractions and decimals

Measurement: Perimeter and area


- Perimeter of rectangles, rectilinear shapes and polygons
- Area of rectangles and compound shapes
- Estimate area

Statistics:





- Draw, read and interpret line graphs
- Read and interpret tables- including two-way tables and timetables

Key Skills Session:

- Mastering Number 5, weeks 1-5
- Number bonds to 10, 20 and 100
- Revision of times tables
- Maths jotter fluency

	Science 	History 	RE 	Computing 
Unit title:	Subject: Physics Unit: Forces	Themes: Society, Food and Farming Unit: When and why did the Maya disappear?	Theme: Islam Unit: What does it mean to be a Muslim in Britain today? (Unit 32)	Area: Creating media Unit: Video production Natterhub: Chat it
Builds On:	Year: 3 Term: Spring 1 Unit: Forces and magnets	Year: 3 Term: Spring 2 Unit: How did Britain change during Prehistory?	Year: 3 Term: Spring 2 Unit: How do festivals and worship show what matters to a Muslim? (Unit 21)	Year: 4 Term: Spring 2 Unit: Audio production
Memory Master:	Explanation of magnets, poles, attract and repel along with what materials are magnetic.	How did food and farming change from the Stone Age to the Iron Age period and what influenced this?	What is Ramadan and how is Eid celebrated?	Revisit vocabulary: audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, layer, import, record, playback, export, MP3, evaluate, feedback
Lesson Sequence:	I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and falling objects.	When and where did the Maya live?	How many Muslims and how many mosques are there in Britain?	I can explain what makes a video effective.
	I can identify the effect of friction between moving surfaces.	How did the landscape of the Maya civilisation affect farming and trade?	How might the five pillars affect the lives of Muslims in Britain today?	I can use a digital device to record video.
	I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables. I can take measurements using a range of scientific equipment. (Whose shoe has the greatest friction)	What do hieroglyphs tell us about society?	Why is Zakah/charity important to Muslims? How is charity important to you?	I can capture video using a range of techniques.
	I can identify the effect of air resistance (investigation – best aeroplane and why).	What achievements are the Maya remembered for?	Why do Muslims go on pilgrimage?	I can create a storyboard.
	I can identify the effect of water resistance (investigation – shapes in water).	Which were the most significant reasons for the disappearance of the Maya? Show what you know.	Why do Muslims go on pilgrimage?	I can identify that video can be improved through reshooting and editing.
	I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. Show what you know		What does it mean to be a Muslim in Britain today? Show what you know	I can consider the impact of the choices made when making and sharing a video.
Composite:	Explanation identifying forces learnt about and how they act.	Children will create an information booklet about The Maya Civilisation and their achievements.	Children create a travel guide for pilgrims going on the Hajj for the first time.	Children plan, capture and edit video to produce a short film.
Impact:	Children can explain the force of gravity acting between the Earth and the falling objects and identify the effects of air resistance, water resistance and friction, that act between moving surfaces. They know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Children can use a range of sources of evidence and understand the difference between a primary and secondary source. They can describe characteristics of this period. They can place key events in chronological order and understand the concept of continuity and change over time and can give reasons using appropriate vocabulary.	Children can explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message). They can describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet and make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art).	Children can show sequence and progression with a clear beginning, middle, and end. They can use appropriate filming techniques and capture the scenes from the storyboard with captured audio that is clear. They can edit the video to join scenes, matching the storyboard.

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Technique: Drawing Artist: Anthony Browne	Learning focus: Creative Unit: REAL Gym (Unit 2)	Unit: Cricket	Area: Mechanical systems Unit: Pop-up books
Builds On:	Year: Term:	Year: 4 Term: Autumn 1 Unit: REAL Gym (Unit 1)	Year: 4 Term: Spring 2 Unit: Cricket	Year: 4 Term: Summer 1 Unit: Mechanical systems
Memory Master:		N/A	What do you remember about cricket? How do you keep safe when playing cricket?	Mechanical Systems quiz
Lesson Sequence:	Artist: I can recall the key features of Anthony Browne's illustrations.	Warm up games Skipping Stepping stones Fundamental Movement Skills Flight (Floor work) Flight (Hand apparatus) Travel (Floor work) Travel (Low apparatus) Travel (Large apparatus) Skills Application Rope tricks Pass it on	I can throw and bowl in different ways.	Research – I can explore different types of pop-up mechanisms in books.
	Imitate: I can draw using close observation skills		I can play a drive shot successfully.	Skill – I can make pivots, sliders and folds
	Experiment: I can experiment with colour to communicate feelings and atmosphere. I can explore surrealism.		I can play a block shot when appropriate.	Design – I can design a pop-up book
	Plan: I can plan a surreal illustration inspired by Anthony Browne.		I can stop a ball when fielding.	Make – I can make a pop-up book that meets the design brief.
	Create: I can create a surreal illustration inspired by Anthony Browne.		I can choose effective positions when fielding.	Evaluate – I can evaluate my book by sharing it with younger pupils. Show what you know
	Evaluate: I can review and revisit my creation.		I can participate in team games against others.	
Composite :	Children will be able to apply their knowledge and skills in drawing, colour and surrealism to create an illustration inspired by Anthony Browne.	Children will develop and apply flight and travel on the floor, with hand apparatus and on apparatus	Game in groups of 8. Play in pairs – one pair bat, one pair bowls and keeps wicket and 2 pairs field. The bowling/wicketkeeping pair take turns to bowl the ball to the batter. The batter must attempt to hit the ball then run and swap places with their partner. Make as many runs as possible until the bowler gets the ball back.	Children have used high quality finishing skills when creating a pop-up book that they can share with younger pupils.
Impact:	Children can use colour to communicate atmosphere and feeling and features of surrealism in their artwork. Children will have developed their understanding of an illustrator and have used their sketchbooks to experiment, develop their ideas and reflect on their skills.	REAL Gym – Creative (Recognise and respond) Children can make up their own rules and versions of activities.	Children the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. They work as part of a team, adapting games and activities making sure everyone has a role to play	Children will be developing skills in how to make a variety of mechanisms to create movement. They will use what they researched to influence their own design. They will be able to evaluate their book by considering how well it worked when sharing it with younger pupils.

	PSHE 	PSHE 	PSHE (Money and Careers Week) 	Music 
Unit title:	Brook Learn 1 Unit: Online Content	Brook Learn 2 Unit: Online Contact	Theme: Why is money so important?	Unit: The Fresh Prince of Bel Air
Builds On:	Year: 4 Term: Summer 1 Unit: Understanding that not everyone is who they say they are online	Year: 5 Term: Spring 2 Unit: Online Content	Year: 4 Term: Spring 2 Unit: What's new with money?	Year: 5 Term: Autumn 2 Unit: Livin' on a prayer
Memory Master:	Share ideas about how technology can be used positively and negatively.	Revisit the 'Trustworthy Checklist'.	Draw or write about different ways you can pay.	Revisit song from Livin' on a prayer unit and key vocabulary.
Lesson Sequence:	I can understand that not everything online is trustworthy.	I can recognise that it is their own choice to accept something online.	I can understand the risks associated with money.	I can listen and appraise the song The Fesh Prince of Bel Air.
	I can recognise some of the differences between fact and opinion.	I can recognise ways that people may seek to persuade me online.	I can recognise that people's spending decisions can affect others and the environment.	I can begin to recognise the basic style indicators of Old School Hip Hop
	I can describe how to make decisions on what they trust online using agreed criteria.	I can explain what to do if I have any concerns about something I experience online.	I can recognise that people have different attitudes about spending and saving money.	I can find the pulse whilst listening I can identify change in tempo, dynamics and texture. I can play instrumental parts accurately and in time (glocks). I can compose a rap in the style of hip hop, using a musical app and simple rhythms. I can perform and share.
Composite :	Create a checklist to judge the trustworthiness of online content.	In groups create a 'diamond 9' showing most to least trustworthy messages.	Invent a fun business idea to make money (link to computing spreadsheets)	Sharing raps and compositions with parents during Fantastic Finish.
Impact:	Pupils will be more aware of which content to trust online.	Pupils will be able to make more informed choices about what to accept and access online.	Children will be able to make more informed choices about their spending and the impact it has.	Children will be able to play and compose simple melodies in unison.