

Year 5: Term 2

Maya and Mexico

Science: 1ST HALF: ANIMALS INCLUDING HUMANS.

Main objectives

- Describe the changes as humans develop to old age
- understand the physical and emotional changes which occur in puberty.

CROSS CURRICULAR:

- Create charts and graphs based on different gestation periods of animals
- Order, compare and convert lengths and masses of human babies as they grow

Science: 2ND HALF: SOLAR SYSTEM

Main objectives:

- 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.

CROSS CURRICULAR:

- Order and compare the radii of objects in our solar system
- Use translation skills to describe the position of the sun as it moves through the day.
- Read, write and compare the circumferences of planets in our solar system
- Write a biography of Copernicus
- Write a fact file on Galileo

History: THE MAYAN CIVILISATION

- Know what the word 'civilisation' means.
- Understand the term 'Meso-America' and locate this area on a map.
- Place the Mayan empire on a timeline.
- Know some of the common beliefs of the Maya.
- Use evidence left through buildings to find out about the Maya.
- Investigate Stephen's and Catherwood's work to find out about Mayan life.
- Learn about everyday life in Mayan times.
- Look at the Mayan use of time.
- Learn about the Day of the Dead festival and how this originated in Mayan times.
- Understand some of the reasons why the Mayans disappeared from their cities in AD850.

Cross Curricular:

- Write a day in the life from a Mayan perspective.
- Write a booklet about Mayan beliefs
- Write about Stephen's and Catherwood's work on the Maya
- Write a diary/letter/postcard about a Day of the Dead festival
- Write an advert for a Day of the Dead festival
- Write an explanation of why the Maya disappeared from their cities
- Write a letter from an invader arriving at Meso-America for the very first times
- Write instructions re sacrifice
- Write an eye-witness account of a human sacrifice
- Solve problems using Mayan number systems
- Read and complete timetables about everyday life in the Maya.
- Solve measure problems about Stephens and Catherwood's archaeological work/distances travelled.
- Fraction problems based upon cooking quesadillas.

Geography: AMERICA

- Locate North and South America on a map.
- Identify where Mexico is on a map.
- Identify and locate the environmental regions of the North.
- Know the key physical and human characteristics, countries and major cities of North and South America.
- Focus on Mexico City and compare the similarities and differences between Mexico City and London, looking at work, population, city size, climate, land use, dwellings etc.

Cross Curricular:

- Write a report contrasting Mexico city/London
- Order and compare population sizes of cities in N and S America.
- Construct graphs and charts based on data about S and N America.

ART: Frida Kahlo

- Experiment with media to make different marks, lines, patterns, textures and shapes.
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and back ground.
- Show an awareness of how paintings are created.
- Develop a painting from a drawing.
- Carry out preliminary studies - trying out different media and materials and mixing appropriate colours.
- Mix and match colours to create light effects.
- Be able to identify primary, secondary, complementary and contrasting colours.
- Work with complementary colours.

CHALLENGE ACTIVITIES FOR THE MORE ABLE PUPILS:

- Use a range of more complex painting techniques (brush strokes, thickness etc)
- Research Frieda Kahlo and discuss how her personal life

D.T: Make a Pizza

- Prepare food products taking into account the properties of ingredients and sensory characteristics.
- Select and prepare foods for a particular purpose.
- Taste a range of ingredients and food items to develop a sensory food vocabulary for use when designing.
- Weigh and measure using scales.
- Cut and shape ingredients using appropriate tools and equipment e.g. grating.
- Join and combine food ingredients appropriately e.g. beating, rubbing in.
- Decorate appropriately.
- Work safely and hygienically.
- Show awareness of a healthy diet from an understanding of a balanced diet.

CHALLENGE ACTIVITIES FOR THE MORE ABLE PUPILS:

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<p>affected her style and content of work</p> <ul style="list-style-type: none"> • Begin to understand how to use self-expression in drawings and paintings 	<ul style="list-style-type: none"> • Support others in using their tools, weighing etc • Independently evaluate which tools are the most appropriate to use for each ingredient to achieve the planned effect • Understand and discuss how ingredients can be adapted for allergies/dietary requirements
<p><i>ICT Opportunities:</i></p>	<p><i>ICT Opportunities:</i></p> <ul style="list-style-type: none"> •
<p>Music:</p> <ul style="list-style-type: none"> • Music: Play in ensemble contexts, using their voices and playing instruments with increasing accuracy. • Improvise music for a range of purposes using the interrelated dimensions of music. • Listen with attention to detail to sounds. • Appreciate and understand a wide range of high-quality live and recorded music. • Develop an understanding of the history of music.. 	<p>Computing: <i>Coding, Programming and Computer Games</i></p> <ul style="list-style-type: none"> • Create and edit flow diagrams to break down a sequence (eg traffic lights) into smaller steps • Create more complex programs using symbols and text to achieve an outcome on screen • Explore the variables in a range of simulations and relate to real life applications and situations • Create simple interactive computer games and activities • Identify and de-bug errors in their own/others code
<p><i>ICT Opportunities Digital Media</i></p> <ul style="list-style-type: none"> • Record and play back sounds using a digital recording device • Create musical sequences using symbol-based software tools 	
<p>P.E: (see the P.E folder for more guidance)</p>	
<p><i>ICT Opportunities; Digital Media and Tools</i> - Take photos and videos for a purpose, using basic camera tools – zoom and a tripod</p>	
<p>R.E - See agreed syllabus for more detail.</p> <ul style="list-style-type: none"> • CHRISTIANITY - unit 8 • HINDUISM - unit 4 	
<p>Entitlement and Enrichment</p> <ul style="list-style-type: none"> • The British museum, visit Swanscombe(?) 	