

Essential Question: What did the Mayans do for us?	Year 5: Spring Term	Visit: Sam Safari South American day and Chocolate Workshop
Community Links: End of term exhibition to parents – focusing on the significant impact improvements made during Mayan times has impacted on modern day.	Enterprise Activity: (A) Business: Make £5 Blossom. Children will take part in this project to turn an investment into as much profit as possible; half of which will go to charity.	
Key Outcomes	Key Outcomes	Key Outcomes
<u>Reading</u> Children will focus their Reading this term on: <ul style="list-style-type: none"> Kiran Milwood Hargrave - <i>Children will explore themes about friendship, courage. They will make inferences and study how settings and characters are developed through language choices and author intent.</i> Tadpole's promise - <i>Children will explore themes about love and promises in this text related closely to their Science Topic. whilst they infer characters' feelings from clues in the text and pictures.</i> Rainplayer – <i>Children will explore themes of courage and determination in this text. They will focus on key vocabulary used in the text.</i> 	<u>Writing</u> Children will develop their writing through the following genres: <ul style="list-style-type: none"> Narrative: Descriptive opening for a narrative based on the key text 'The Explorer' (set in The Amazon) Persuasive letter: write to Morrisons for ingredients for South American dish Instructions: how to make a South American dish Narrative Poetry: journey through a jungle using imagery 	<u>Maths</u> Children will develop their skills in: <ul style="list-style-type: none"> Shape – children will study properties of 3d shapes Angles – <i>children will learn the different types of angles.</i> Measure – <i>children will convert between different units of measure such as km to m, m to cm etc.</i> Area and perimeter – <i>children will be able to calculate the area and perimeter of different rectangles and apply this.</i> Fractions – <i>children will become familiar with equivalent fractions. Children will also add and subtract fractions including those with different denominators within the same multiple.</i> Decimals and percentages – <i>Children will know how to link these to fractions and convert between them.</i>
<u>Displays</u> Enterprise: <i>this display will showcase Enterprise projects from Year 5, focusing largely on the £5 blossom project which children work on throughout the Spring Term.</i> Geography: <i>this display will showcase the geography work studied in the Autumn term relating to trade. We can then add to it South American trade as we begin to study it in the Spring term.</i> MFL: <i>this display will showcase French weather work studied by the children in the Autumn term.</i>	<u>Character Education Spring 1 & 2</u> Children will use ambition and enthusiasm to begin to plan a Mayan dance performance for their families allowing for wider socialisation in our school community. Children will enjoy a Chocolate Workshop where they will work together in a widely cross curricular approach, unlocking potential and acting upon their strengths. In addition, they will take part in Sam's Safari where they learn all about creatures and creepy crawlies – an activity to promote a love of learning and to aid well-being . <i>Children will be ambitious when making as much money as possible in the £5 blossom project. We will set clear expectations for the project and goals which are ambitious.</i>	<u>PSHE</u> Dreams and Goals: Children will learn about their dream lifestyle, investigate jobs and careers, their dream job. Why they would want it and the steps to get there, dreams and goals of young people in other cultures, how people can support each other and rallying support. Healthy Me: Children will learn about smoking, alcohol, emergency aid, body image, their relationship with food and 'healthy me'.
<u>Music</u> Folk music Knowledge organizer here Folk – look at sea shanties; listen and appraise/use of purple mash to compose sounds/use of rhythm/sound effects Telling stories Solo shanty singer Folk – traditional folk music (working life – Hull group (Waterson's, John Barleycorn). Make comparisons	<u>RE</u> Pilgrimage <i>Why do people of faith make a pilgrimage?</i> Pilgrimage builds upon the understanding of 'journey' to explore personal responses to pilgrimage, exploring local and global pilgrimage sites for different faiths, for example, Mecca, Jerusalem and Camino de Santiago.	<u>Computing</u> Online Safety (Unit 5.2) C13 How can we keep safe online? Children will share their knowledge and impact of internet safety to an

<p>with sea shanties. Telling stories of real life/people</p> <p>Geography</p> <p>How does Hull compare to South America? Pupils will investigate South America. They will learn about biomes and climates around the world and study the biome and climate of South America. Pupils will build on their knowledge of trad around Hull and investigate typical trade of South America, including the need for fair trade</p>	<p>Teaching will focus on the purpose of pilgrimage and what people do on a pilgrimage.</p>	<p>audience.</p> <p>3D Modelling (Unit 5.6) C12</p> <p>How do we create a model of a historic temple?</p> <p>Children will create a 3D model of a Mayan temple</p>
<p>History</p> <p>Non-European Study - Mayan Civilisation c. 900</p> <p><i>Children will write a letter to a Mexican pen pal explaining the differences of Hull and Mayan civilisations based on their learning.</i></p> <p>What did the Mayans do for us?</p> <p>Significance</p> <p>Pupils will learn how important the improvements made during the Mayan times (writing, urbanization/architecture, astronomy, medicine and the number system) were on an international scale and why it would be considered significant, focusing on Relevance – the significant effect it has had on modern life.</p> <p>Pupils will focus on the rapid changes made to technology during this period due to the geographical location traversing Central America.</p> <p>Continuity and Change</p> <p>Pupils will place key events from this period on a timeline and relate also to the time of Ancient Egypt. They may make comparisons in relation to the improvements in technology. Pupils will select relevant sections of information from sources to form conclusions linked to improvements in technology</p>	<p>Science</p> <p>Living things and their habitats</p> <p><i>Can a tadpole promise never to change? (linked to key text)</i></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals (Study native Mexican Animals)</p> <p>Evolution and inheritance</p> <p><i>How long has it taken to become smarter than apes?</i></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>PE</p> <p>Dance: children will begin to exaggerate dance movements and motifs using their topic of Mayans as a theme. They will demonstrate strong movements throughout their dance sequence and begin to show a change of pace and timing in movements.</p> <p>Netball: children will be able to demonstrate basic passing and receiving skills. They will build a deeper understanding into positioning of High 5 and be able to play one specific position well.</p> <p>Badminton: children will develop their skills and techniques for hitting a shuttlecock. They will develop their backhand technique and use it in a game. They will also understand the scoring and be able to apply this in a game.</p> <p>Football: children will develop their previous skills by passing, stopping and dribbling the ball accurately using different surfaces of the foot. They will be to shoot with accuracy using varied techniques.</p>
<p>DT</p> <p>DT: Food</p> <p>Children will use a range of skills to create a savoury Mayan dish using typically South American ingredients.</p>	<p>Art</p> <p>Printing</p> <p><i>Children will use block 'Aztec' printing to create wrapping paper using tessellation</i></p> <p>Pupils will use their knowledge of Mayan Civilisation to create a print using precise repeating patterns in more than 2 colours. Pupils will create their own stencil. They will design their print from researching Aztec patterns and will use their final print to make a book cover for their topic book. They will also investigate tessellation and work to creating a tessellating printing block</p>	<p>MFL</p> <p><u>Quelle heure est-il? (What time is it?)</u></p> <p>Children will present dialogue about telling the time.</p> <p><u>En ville (In the town)</u></p> <p>Children to talk about a journey around Hull.</p>

Core Subjects

Reading

Children will focus their Reading this term on:

- Kiran Milwood Hargrave - *The Girl of Ink and Stars* Children will explore themes about friendship, courage and myth set within another culture - linked to their Mayan topic and myth writing. They will make inferences and study how settings and characters are developed through language choices and author intent.
- Tadpole's promise - Children will explore themes about love and promises in this text related closely to their Science Topic. This will help children answer their key Science question 'Can a tadpole really promise never to change?' whilst they infer characters' feelings from clues in the text and pictures.
- Rainplayer – Children will explore themes of courage and determination in this text linked closely to study of the Mayans in the children's history work. They will predict character's conversations and understand key vocabulary used in the text.

They will also cover different text types:

- Non fiction –Children will study this text to enhance their historical knowledge about the Mayan period and the developments made at this time whilst learning specific features for the text type. They will understand how particular features benefit the text as a whole and practise reading fluently and with tone suitable for the audience the text is aimed at.

Writing

Children will develop their writing through the following genres:

- Descriptive story opening – children will write the opening to a narrative (*Mayan Myth*) they will use character and setting description to create an opening which will hook the reader in. The pupils will use well-chosen vocabulary to create powerful and interesting description.
- Persuasive letter – Children will study features of persuasive writing to write a letter to Mrs Beal to persuade her to let them have a chocolate workshop to celebrate the end of the Mayan Topic.
- Instructions – after creating a South American dish earlier in the term, children will write up a set of instructions for people to follow, should they wish to make their South American dish.
- Narrative Poetry -Children will write a narrative poem descriptively telling a story of a 'Journey through the Jungle'. They will use stylistic features to create impressive imagery.

Maths

Children will consolidate and develop their understanding of Number and fractions:

- Shape – children will study properties of 3d shapes and use knowledge of rectangles to determine missing measurements.
- Angles – children will learn the different types of angles and the angles in a straight line/triangle/round a point. They will use this knowledge to determine missing angles.
- Measure – children will convert between different units of measure such as km to m, m to cm etc.
- Area and perimeter – children will be able to calculate the area and perimeter of different rectangles and use their knowledge of shapes to calculate missing measurements.
- Fractions – children will become familiar with equivalent fractions, converting mixed number fractions to improper and vice versa. Children will be able to find a fraction of a number and to add and subtract fractions including those with different denominators within the same multiple.
- Decimals and percentages –Children will know how to link these to fractions and convert between them. They will learn how to find a percentage, decimal or fraction of a number

SCIENCE Year 5 Spring 1 LIFE CYCLES

Scientific Knowledge	Scientific Skills	Pre-load Knowledge	Vocabulary
<ul style="list-style-type: none"> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals. (Study native Mexican Animals) 	<p>Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.</p> <p>This could be achieved by... creating presentations based on findings from research into the lifecycle of animals from different kingdoms (focus on comparing mammal, amphibian, insect and bird) Look for patterns with the life cycle of animals and their habitats.</p> <p>(Research Using Secondary Sources)</p> <p>Recording data and results of increasing complexity using tables, and classification keys.</p> <p>This could be achieved by... applying knowledge of lifecycles of animals from different kingdoms and using them to identify which kingdom an animal would belong to using a classification key. (E.g. birds start as an egg where as amphibians are born in water)</p> <p>(Grouping and Classifying)</p>		<p>Organism</p> <p>Life cycle</p> <p>Reproducing</p> <p>Reproduction</p> <p>Fertilise(tion)</p> <p>Germinate(tion)</p> <p>Movement</p> <p>Sensitivity</p> <p>Growth</p> <p>Asexual/sexual</p> <p>Reptile</p> <p>eggs</p> <p>Offspring</p> <p>Nutrition</p> <p>Excretion</p> <p>Respire</p> <p>Sibling</p> <p>Stamen</p> <p>Stigma</p> <p>Sepal</p>
Sequence of learning			
Objectives	Lesson ideas		

I can understand key terms linked to life cycles	<p>What do you know about life cycles?</p> <p>Complete think 1 in books. Begin a glossary in books.</p> <p style="text-align: center;">Set up butterflies to grow throughout the unit.</p>
I can describe the life cycle of a mammal	<p>Recap the features of a mammal (From year 4)</p> <p>Pupils create life cycles for 2 different mammals (remember humans are mammals)</p>
I can describe the life cycle of a reptile/ amphibian/ bird	<p>Recap the features of a reptile/ amphibian/ bird. What makes them different? What makes them the same?</p> <p>Create a life cycle for one of each.</p>
I can describe the life cycle of an insect	<p>Recap features and examples of insects</p> <p>Create a life cycle for an insect</p>
I can understand reproduction in a plant.	<p>Label the reproductive parts of a flower.</p> <p>Also show examples of non-flowering plants eg spider plants/ strawberries</p>
ASSESSMENT	<p>Complete a table to show the similarities and differences between the mammal, amphibian, insect and bird.</p> <p>Complete 'think 2'. Discuss and address misconceptions.</p>

SCIENCE Year 5 Spring 2 - EVOLUTION AND INHERITANCE

Scientific Knowledge	Scientific Skills	Pre-load Knowledge	Vocabulary	
<p>Evolution and inheritance</p> <ul style="list-style-type: none"> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Recording data and results of increasing complexity using scientific diagrams and labels</p> <p>Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.</p> <p>This could be achieved by... giving children specific animals and get them to use labelled diagrams and to present information on how an animal is adapted to live in its environment.</p> <p>Present findings on the work of e.g. Mary Anning, Charles Darwin and Alfred Wallace.</p> <p>(Research)</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>This could be achieved by... showing children a range of images of parent birds and then they have, to identify possible offspring (including red herrings)</p> <p>Analyse the advantages and disadvantages of specific adaptations such as being on 2 feet rather than 4, having a long or short beak, having gills or lungs, having tendrils on climbing plants, brightly coloured and scented flowers.</p> <p>(Research)</p>	<p>Evolution and inheritance – different animals are suited to different environments</p>	<p>Suited</p> <p>Offspring</p> <p>Adaptation</p> <p>Breads</p> <p>Environment s</p> <p>Genes</p> <p>Characteristics</p> <p>Variation</p> <p>Inheritance</p>	<p>Evolution</p> <p>Palaeontologists</p> <p>Survival Species</p> <p>Classification</p>

Sequence of learning

	Lesson ideas
I can share what I know about inheritance and evolution.	<p>What do you know about inheritance and evolution?</p> <p>Complete 'think 1' in books</p> <p>Share and discuss</p> <p>Begin a glossary in books.</p>
I understand that living things produce offspring that are the same species but not always identical.	Pupils will use the model of Mr Men to show how humans inherit distinctive characteristics from their parents.
I can research and present findings on the work of Charles Darwin.	<p>Pupils will create a poster on Charles Darwin after using the ipads to research.</p> <p>Who was he?</p> <p>What did he do?</p> <p>What were his findings?</p>
I can identify some ways that animals are adapted to their environments	<p>Pupils will investigate how the shape of beaks can affect how well birds can eat.</p> <p>Model the eating of different shaped foods with different shaped beaks.</p>
I can identify ways some plants have adapted to their environment.	<p>Look at some examples of how plants have been adapted to the environment.</p> <p>Investigate the effect of water on different shaped leaves.</p>
ASSESSMENT	<p>Pupils create their own creature. Explain how it would be adapted to the environment it has been designed for.</p> <p>Complete 'Think 2'. Discuss and address misconceptions.</p>

GEOGRAPHY Year 5 Spring – Climate zones, biomes and vegetation belts

Curriculum Objective	Vocabulary			
<p>Physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including Climate zones, biomes and vegetation belts 	Atmospheric pressure Biodiversity Biome Boreal forest/Taiga Climate Coniferous Forest Continent Continental climate Deciduous forest	Desert Distribution Ecosystem Environment Equator Equatorial Climate Flora Forest Global Humidity Hemisphere	Latitude Location Longitude Maritime Climate Natural Ocean Pattern Precipitation Rainforest Savannah Season	Soil Sun Supply Chain Sustainability Temperate Temperature Tropic Tundra Vegetation Belt Weather Wind
<p>Book Suggestions</p> <p><i>Rainforest</i>, by Anita Ganeri <i>Deserts around the world</i>, by Jen Green <i>Antarctica</i>, by Helen Cowcher <i>Under the weather</i>, edited by Tony Bradman <i>The Jaguar trails</i>, by Ruth Eastham (upper KS2)</p>	<p>Parental Involvement Suggestions</p> <p>Walk around the local area and talk about trees and plants that grow there as well as animals that live there. Watch programmes and films and look for different climates and vegetation (Star Wars, Frozen, The Lion King, Ice Age, The Jungle Book, Aladdin, Madagascar, Mulan, Rio). Ask questions such as Where could it be set? How do you know? What animals could live there? What is the climate like? What would it be like to live there? What would grow in the area?</p>			
<p>Map Skills</p>				
<p>G15 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Continent maps showing biomes and vegetation and land make-up.</p>				

Sequence of learning

Where is South America?

Children will identify South America on a map using 4 figure grid references and will investigate how South America relates to the Mayans.

What is the climate like in South America?

Children will conduct a study of South America's climate. Children will understand that a climate is a description of the average weather conditions in a certain place for the past 30 or so years. They will also recognise that climate is influenced by lots of different things, including: how near or far it is from the Equator, how near or far it is from the sea, how high or low the ground is and its position on a continent. They will also compare to other parts of the world and understand the differences in climates.

Who lives where?

Children to study biomes and understand that they are areas of our planet with similar climates, landscapes, animals and plants. Children will understand that each biome depends on: how warm or cold it is, how dry or wet it is and how fertile the soil is. Look at the different types of biomes with the children e.g. rainforest, savannah, woodland, grassland, tundra. Children will use maps to locate areas they think may be biomes e.g. very green areas could be rainforests. Show pictures of animals from around the world and ask children to guess where they live. Introduce and play with key vocabulary for children to use to be accurate geographers. Card match: picture of an animal, description of the vegetation, and a description on the climate. Tundra, deciduous forest, coniferous forest, savannah, grasslands, desert, rainforest. Children match them into groups of three and then locate them on a map of biomes. What animals would they expect to live in South America?

Can we find the belts of the Earth?

Recap latitude and explore the latitudes of each biome. Horizontal jigsaw map of the Earth. Children explore the mirror effect of the sun along the Equator in the Northern and Southern Hemisphere.

Does our climate match our biome character?

Using weather information for a chosen South American country e.g. Guatemala (a heavily populated Mayan area), create a biome character including seasonal differences, vegetation and animal adaptations.

Is a (specific rainforest animal)... living in the right biome?

Use climate information and maps for children to investigate whether the specific animal is living in the right biome based on their adaptations.

Is a (specific desert animal)... living in the right biome?

Use climate information and maps for children to investigate whether the specific animal is living in the right biome based on their adaptations.

Is a (specific coniferous animal)... living in the right biome?

Use climate information and maps for children to investigate whether the specific animal is living in the right biome based on their adaptations.

It's a long way...

Children start from one side of South America and pick a route to the opposite side travelling through different climates and biomes. Their presentation should reflect the changes that take place to the climate and the vegetation.

**HISTORY Year 5 Spring – The Ancient Maya
(Non-European Society)(Mayan civilisation c.AD900)**

Curriculum Objective		Skills	Vocabulary	
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history. <p>One study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p style="text-align: center;"><u>Key Concepts</u></p> <p><u>Significance</u></p> <p>Pupils will learn how important the improvements made during the Mayan times (writing, urbanization/architecture, astronomy, medicine and the number system) were on an international scale and why it would be considered significant, focusing on Relevance – the significant effect it has had on modern life.</p> <p><u>Continuity and Change</u></p> <p>Pupils will focus on the rapid changes made to technology during this period due to the geographical location traversing Central America.</p> <p>Pupils will place key events from this period on a timeline and relate also to the time of Ancient Egypt. They may make comparisons in relation to the improvements in technology.</p> <p>Pupils will select relevant sections of information from sources to form conclusions linked to improvements in technology.</p>		<ol style="list-style-type: none"> Place key events from current period of study on a time line, in relation to one other period of time and make comparisons within or across the two periods. Use relevant/ more complex dates. Begin to identify primary and secondary sources. Compare accounts of events from different sources. Understand fact and opinion. Offer some reasons for different versions of events. Select relevant sections of information from sources to form conclusions linked to one of the key concepts. Formulate historically valid questions and answer historical questions. 	<p>Ahau</p> <p>Dynasty</p> <p>Maize</p> <p>Codex</p> <p>Stela</p> <p>Scribe</p> <p>Haab</p> <p>Jade</p> <p>Sacrifice</p> <p>Cacao</p>	<p>City-states</p> <p>Terraced</p> <p>Pyramid</p> <p>Peasant</p> <p>Bloodletting</p> <p>Cenote</p> <p>Huipil</p> <p>Popol Vuh</p> <p>Tzolk'in</p> <p>Hieroglyphics</p>
Sequence of Learning				
Chronology	To identify the major Mayan achievements	Housing	How do we know about the Maya?	
		To understand continuity and change in		

<p>Identify the chronological context of the Ancient Maya.</p> <p>Identify when the Maya existed – note the duration of the period and how it stretched across lots of different periods of history that they may have already studied.</p> <p><i>Where and when did the Maya live?</i></p> <p><i>Understand the difficulties of sustaining a civilization in a rainforest environment</i></p>	<p>maths and the number system written language system huge stone architecture elevated roads aqueducts sophisticated art developed rubber</p> <p>harvested cocoa and developed chocolate drinks</p> <p><i>What was Maya writing like?</i></p> <p><i>The similarities and differences between the Maya writing system and ours</i></p> <p><i>How did the Maya tell the time?</i></p> <p><i>What numbers did the Maya use in Maths?</i></p> <p><i>Understand and use the Maya Calendar round</i></p> <p><i>To write your birthdate in the Maya calendar system</i></p>	<p>housing throughout periods of history.</p> <p>Society</p> <p>To explore societal structures in Ancient Maya.</p> <p>Food</p> <p>To note continuity and change in food and drink throughout periods of history.</p> <p>Beliefs/Religion</p> <p>To identify the religious beliefs throughout the Ancient Mayan period.</p> <p><i>How has technology developed or continued over time?</i></p> <p><i>How has trade developed or continued over time? (Focus on products and transport)</i></p>	<p>Children to investigate - LiDAR; Excavations; Writing.</p> <p>How does each aspect tell us about the Maya?</p> <p>https://www.youtube.com/watch?v=SwihfJgRRvs</p> <p><i>To know how important the consequences of the Mayan culture was on a local, national and international scale and why it would be considered significant – the relevance of early trade on modern day life</i></p> <ul style="list-style-type: none"> • What Maya trade goods were and how they were transported across South America and Central America <p><i>Draw up a trade route map for the main Maya goods – where did the salt, jade, obsidian and limestone they depended upon come from? How were the Maya cities, sometimes up to 50,000 strong, fed? Where did the food come from? Cacao beans were used as currency – what was the exchange rate? What are the advantages and disadvantages of using cacao beans as currency?</i></p>
<p>Outcome: Large scale A3 presentation on the significant impact improvements made during Mayan times has impacted on modern day</p> <p>Map charting the similarities and difference in trade from Mayan times to now</p>			

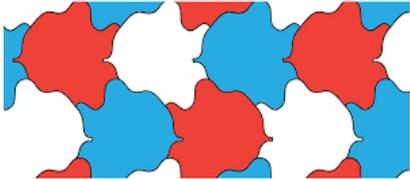
ONLINE SAFETY	COMPUTING Year 5 Spring – Unit 5.2 – Online Safety	
	Children will continue to develop safe and responsible use of the internet with a particular focus on appropriate and inappropriate posting of texts, images and videos	
	This unit continues to develop children’s knowledge of how to stay safe online. Children will gain a greater understanding of the impact that sharing digital content can have. They will revisit and review sources of support when using technology and their own responsibility to one another in their online behaviour. They will understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. They will also be made aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.	
	<p>In order to do this, we assume that children already know:</p> <ul style="list-style-type: none"> • How to protect themselves from online identity theft. • That information put online leaves a digital footprint or trail and that this can aid identity theft. • That copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. . • That there are positive and negative influences of technology on health and the environment. • The importance of balancing game and screen time with other parts of their lives. 	<p>In order to achieve this, children should:</p> <ul style="list-style-type: none"> • think critically about what they share online about themselves and others. • Know who to tell if they are upset by online activity • Know the SMART rules (Safety, Meeting, Accept, Reliability, Tell) as a source of guidance • To know appropriate and inappropriate texts, photographs and videos to share online • To be aware of how images can be digitally altered to create effects not possible without technology • Be aware of image manipulation and how it may upset people.
	Sequence of Learning	
<ul style="list-style-type: none"> • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review children’s responsibility to one another in their 	<ul style="list-style-type: none"> • Children will think critically about the information that they share online both about themselves and others. • Children will know who to tell if they are upset by something that happens online. 	

	<p>online behaviour.</p>	<ul style="list-style-type: none"> • Children can use the SMART rules as a source of guidance when online
	<ul style="list-style-type: none"> • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. 	<ul style="list-style-type: none"> • Children think critically about what they share online, even when asked by a usually reliable person to share something. • Children have clear ideas about good passwords. • Children can see how they can use images and digital technology to create effects not possible without technology. • Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.
	<ul style="list-style-type: none"> • To learn about how to reference sources in their work • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • Ensuring reliability through using different methods of communication 	<ul style="list-style-type: none"> • Children are able to cite all sources when researching and explain the importance of this. • Children select keywords and search techniques to find relevant information and increase reliability • Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.
<p>Key vocabulary to demonstrate knowledge and understanding in this strand: online safety, SMART rules, password, reputable, encryption, identity theft, shared image, plagiarism, citations, reference, bibliography,</p>		

DIGITAL LITERACY	COMPUTING Year 5 Spring – Unit 5.6 - Modelling	
	Pupils will explore and use a design package to design and make their own 3D models from 2D nets	
	<p>In this unit, children are introduced to 2Design and Make. They will know what the 2Design and Make tool is for and explore the different viewpoints in 2Design and Make whilst designing a building. They will explore the effect of moving points when designing and will adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form. Children will then explore how to edit the polygon 3D models to design a 3D model for a purpose. They will understand the printing and making process, refine one of their designs to prepare it for printing. Children will then print their design as a 2D net and then created a 3D model.</p>	
	<p>In order to do this, we assume that children <i>already know</i>:</p> <ul style="list-style-type: none"> • That 3D shapes are constructed from 2D nets • What the nets of basic 3D shapes look like (cubes, cuboids, pyramids) • How to manipulate and resize shapes on screen, 	<p>In order to achieve this, children should:</p> <ul style="list-style-type: none"> * know what the design and make tool is for * have explored different viewpoints in a design package (2Design and Make) of their design. * adapt models by moving the points to alter shape * edit polygon 3D models to design a model for a purpose * refine their own designs * printed their 2D nets to create a 3D model
	Sequence of Learning	
	<p>To be introduced to 2Design and Make.</p>	<ul style="list-style-type: none"> • Children know what the 2Design and Make tool is for. • Children have explored the different viewpoints in 2Design and Make whilst designing a building.
<p>To explore the effect of moving points when designing.</p>	<ul style="list-style-type: none"> • Children have adapted one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form 	

	To understand designing for a purpose.	<ul style="list-style-type: none"> • Children have explored how to edit the polygon 3D models to design a 3D model for a purpose.
	To understand printing and making.	<ul style="list-style-type: none"> • Children have refined one of their designs to prepare it for printing. • Children have printed their design as a 2D net and then created a 3D model. • Children have explored the possibilities of 3D printing
<p>Key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>CAD -Computer aided design, viewpoint, polygon, 3D printing, modelling, 3D, 2D, net, points, template</p>		

ART Year 5 Spring - PRINTING

Curriculum Objective	Skills	Vocabulary
 <p align="center"><u>Art Knowledge</u></p> <p>Pupils will use their knowledge of Mayan Civilisation to create a print using precise repeating patterns in more than 2 colours. Pupils will create their own stencil. They will design their print from researching Aztec patterns and will use their final print to make a wallpaper sample. They will also investigate tessellation and work to creating a tessellating printing block.</p>	<p><u>Art Skills</u></p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	<p>Print</p> <p>Repeat</p> <p>Tessellation</p> <p>Stencil</p> <p>Lino</p> <p>Polystyrene</p>
Sequence of Learning		
<p>1. Critique other artists' work (look at a selection of wrapping paper and wallpaper – focus on William Morris and Escher – consider the historical and/or cultural significance) and discuss vocabulary for this unit</p>		
<p>2. To practise making stencils that create a tessellating shape (begin with a square, cut a section out and slide it and stick it on the opposite side of the square. This could be done side to side and top to bottom)</p>		
<p>3. To practise drawing accurately around stencils (child made) to create a tessellating pattern and to explore colour choices that complement one another</p>		
<p>4. Children to research Mayan and Aztec patterns (sketch in sketch books) to inform their designs</p>		
<p>5. To design own repeating and tessellating patterns (add colours too)</p>		
<p>6. Use design to create printing blocks (use of lino block or polystyrene and lino tools or blunt objects to create pattern) and 2 colours to create own wallpaper sample. Evaluate end product and process.</p>		

DT Year 5 Spring - Food

DT Year 5 Spring - Food					
Year 5DT	Design D6 (A,B)		Make D7 (A,B)	Evaluate D8 (A,B)	Technical Knowledge D9 (B) D10 (A,B,C)
	Spring	Food: Create a savoury dish using typically South-American ingredients			
	Sequence of Learning				Design Technology Skills
	<ul style="list-style-type: none"> • make well-chosen decisions on how to prepare food products taking into account the properties of ingredients and sensory characteristics • select dishes for a particular purpose based on their knowledge of seasonality and typical South American ingredients. • sketch and model alternative ideas and record ideas using annotated diagrams with increasing detail • generate innovative ideas, drawing on research • carry out research, using surveys, interviews, questionnaires and web-based resources 	<ul style="list-style-type: none"> • Select tools and equipment to perform tasks such as cutting as well as shaping • Select from a wider range of ingredients based on knowledge of produce grown in South America • produce appropriate lists of tools, equipment and materials that they need 	<p>Evaluate existing Products</p> <ul style="list-style-type: none"> • how much products cost to make • how innovative products are • how sustainable the materials in products are • what impact products have beyond their intended purpose • Consider the viewpoints of other when evaluating their work • Evaluate the process of design and making the product 	<p>Food</p> <ul style="list-style-type: none"> • Use scales to measure accurately • Cut and shape ingredients using appropriate tools and equipment • Decorate dishes based on knowledge of simple ingredients used to decorate dishes • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Create and refine recipes, including ingredients, methods • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health 	

RE Year 5 Spring – Pilgrimage

In order to do this, we assume that children *already know*:

About journeys that they have been on, what journeys are, who makes them and why. They will be able to talk about places of significance in local community e.g., war memorial, memorial seat, park, trees.

Pilgrimage builds upon the understanding of ‘journey’ to explore personal responses to pilgrimage, exploring local and global pilgrimage sites for different faiths, for example, Mecca, Jerusalem and Camino de Santiago. Teaching will focus on the purpose of pilgrimage and what people do on a pilgrimage. *This is a stand-alone unit as Pilgrimage is not specifically addressed in any other unit.*

MBV – Objectives (5:3)

-Respect, Liberty & Tolerance

- I can show respect and tolerance towards pilgrimages and special journeys from different faiths.
- I can show respect and an understanding of liberty by exploring and reflecting on pilgrims’ feelings and hymns.
- I can show respect and an understanding of liberty by reflecting on life and death and creating a representation of new life.
- I can show respect by understanding and comparing different religious Spring festivals.

Sequence of Learning

<ul style="list-style-type: none"> • I can think of a special journey or special place to me 	To explore pupil’s own special journey and/or place and why is it special (might include park, tree, church, cemetery, quiet space etc) What elements make it special.
<ul style="list-style-type: none"> • I can suggest a special place to people of faith 	To explore how people of faith may make a special journey. Make a virtual or a real visit to a local sacred site or talk with someone who has been on pilgrimage.
<ul style="list-style-type: none"> • I can define the term pilgrimage 	To look at what pilgrimage is, who goes and why?
<ul style="list-style-type: none"> • I can compare key places of pilgrimage and explain why people might go there and what makes them sacred 	To look into specific places of pilgrimage and why it is used as a special place. What are the sacred sites of pilgrimage for different faiths?

<ul style="list-style-type: none"> I can consider how people prepare for a pilgrimage and compare this to how I prepare for a special trip 	To look at preparation for pilgrimage, how does a pilgrim prepare and what do they take on their journey? Comparisons with a special journey I may take: provisions needed.
<ul style="list-style-type: none"> I can explore how religious people make a special journey 	To look at how a pilgrim feels at different stages of their journey. Explore sites of pilgrimage for 3 different world faiths (Christianity, Islam, Judaism): identify the significance of what happens at each and make connections.
<ul style="list-style-type: none"> I can compare pilgrims rituals (what do they do when there, what do they leave behind, how do they feel ?) 	To look at what pilgrims do when they get to their destination, what do they leave at the site and what do they bring away with them? Look at rituals that are performed.
<ul style="list-style-type: none"> I can reflect on reasons why people might make a special journey 	To observe rituals performed at sites of pilgrimage and before, during and after a pilgrimage: discover how these actions link to faith beliefs looking at reasons of why they are there.
<ul style="list-style-type: none"> I can explore the meaning of a pilgrimage and the impact it has on a person's life 	To look at what pilgrimage means to a believer and what is the lasting impact on their life? Explore important places of pilgrimage for a variety of faiths: find out which sites are holy for which faiths and why?
<ul style="list-style-type: none"> I can reflect on a pilgrim's feelings during their journey and create a diary entry 	To look into how a pilgrim feels at various stages of their journey. Children to create diary entries. Make a diary of events/journal thoughts and impressions as you go along and assess the impact at the finish. Read/listen to John Bunyan's pilgrims' progress and other stories of life-changing journeys; discuss the meaning of Christians story and consider the motivation and inspiration it brings to Christian believers.
<ul style="list-style-type: none"> I can reflect on a pilgrimage hymn e.g. 'one more step along the world I go' 	To consider the words of the hymn 'one more step' and children to put them into a modern form. What do the words tell us today?
<ul style="list-style-type: none"> I can answer a religious question -is life a pilgrimage? 	To look at the meaning of a pilgrim and think about whether it is different to a tourist? Discuss how and why a pilgrimage is different from any ordinary journey. Reflect on feelings experienced by pilgrims and the impact of pilgrimage on their life.

Key vocabulary to demonstrate knowledge and understanding in this strand: pilgrimage, journey, special place, hymn, rituals, world faiths, holy, life changing, reflection,

RE Year 5 Spring – The Easter Story

In order to do this, we assume that children *already know*:

How to recognise signs that Easter is on the way and to talk about how they feel about Easter and Spring time. They can explain how Christians prepare for Easter and be able to retell the Easter story. They will be able to describe how Jesus' friends must have felt when he un-expectedly returned. They will also have an understanding about Mother's day. Children will know about the Easter story in depth and have a greater understanding of symbols linked to the story as well as having made comparisons between events. Children have explored the true meaning behind Easter. They have looked at special symbols that are used and why.

Children have also learnt about how Easter can be linked to Art and they have looked at The Last Supper event in detail. Children have enjoyed celebrating in the style of a religious festival through music, art and drama and made comparisons with food and fasting with Christianity and the Islamic faith. Children know about key events associated with Holy week. They know about Maundy Thursday, Good Friday, Easter Saturday and Easter Sunday. They have learnt about the betrayal, trial, death and resurrection of Jesus and about why it is so important for Christians.

Children will learn about the meaning of Jesus's death and resurrection to Christians. They will look at how Christians around the world celebrate Easter. Children will look at the symbolic meanings of Easter and various rituals. Children will compare artefacts and rituals in other spring festivals.

MBV – Objectives (5:3)

-Respect, Liberty & Tolerance

-I can show respect and an understanding of liberty by reflecting on life and death and creating a representation of new life.

-I can show respect by understanding and comparing different religious Spring festivals.

Sequence of Learning

<ul style="list-style-type: none"> I can understand the motivating factors for Jesus' acceptance of death and reflect on the resurrection 	To speak to Christians or listen to videos/interviews about their beliefs and explore responses to the crucifix and empty cross.
<ul style="list-style-type: none"> I can explain what Jesus' death and resurrection means to Christians and the importance of Easter 	To look at what Jesus's death means to Christians. What does Easter mean and how do Christians celebrate? Why is it one of the most important festivals?
<ul style="list-style-type: none"> I can look at how artists represent Jesus' death and resurrection 	To explore how artists show the themes of Jesus's death and resurrection
<ul style="list-style-type: none"> I can design something to represent new life 	Children to design a picture/mural/model to symbolize new life. Links to Spring and what it signifies.

Unit

		What images can be created to symbolize the theme of resurrection or new life?
	<ul style="list-style-type: none"> I can compare how Christians around the world remember Easter 	To look at how Christians around the world prepare for Easter and the celebrations that occur – how do they differ? How are they the same? Make comparisons, refer to key bible stories, refer to the Last supper and Holy week.
	<ul style="list-style-type: none"> I can explain the symbolic meaning the washing of feet on Maundy Thursday 	To look at what symbolic meanings of Easter ritual festivals are like washing of feet on Maundy Thursday, look at holy week around this. Look at John 13:1-7.
	<ul style="list-style-type: none"> I can compare Easter with other religious Springtime festivals 	To compare rituals and artefacts in Spring festivals; how does the Jewish festival of Pesach fit with the story of Easter – the plagues of Egypt, Passover and the journey of the Jewish people. Look at Exodus 24:8
<p>Key vocabulary to demonstrate knowledge and understanding in this strand: holy week, Maundy Thursday, last supper, John 13, hope, suffering, crucifix, resurrection, betrayal, Easter, Lent, Ash Wednesday, fasting, sacrifice, tomb, cross, died, resurrection, Jesus, palm Sunday, Spring, new life, Jerusalem, artefacts, symbols, Good Friday, Easter Sunday, Exodus 24, Jewish festival of Pesach, passover</p>		

PE

MFL Year 5 Spring - What time is it?	
Unit 15 Quelle heure est it?	
<p>In order to do this, we assume that children <i>already know</i>:</p> <ul style="list-style-type: none"> • How to count to 40 clearly, with an understanding of how to read numbers up to 69. 	
<p><u>New Knowledge</u></p> <p>revise numbers, say the time including analogue/digital</p>	
<p>This unit revises numbers to 60 in order for children to tell the time in French (digital and analogue).</p> <p style="color: #00b050;">Children's listening skills will be assessed in this unit.</p>	
Sequence of Learning	
To revise counting to 20 in French.	<p>Children will recap numbers from 0-20.</p> <p>Children will search for written numbers in a wordsearch and write them in the correct order.</p> <p>Children will join in with the numbers song from 0-20 in French.</p> <p>Children will play a numbers game to embed numbers from 0-20.</p>
To be able to say what time it is in French.	<p>Children will learn how to tell the time to the hour.</p> <p>Children will practise saying the time to the hour for different hours of the day.</p> <p>Children will translate sentences and draw the correct time to the hour on digital clocks.</p>
To revise 21 to 60 in French.	<p>Children will recap numbers from 21-60.</p> <p>Children will count up from different numbers between 21 and 60.</p> <p>Children will discuss the patterns found in French numbers.</p> <p>Children will complete a range of calculation questions in French.</p>

	To be able to say digital times in French.	<p>Children will learn to tell the time on a digital clock.</p> <p>Children will practise saying different times represented on a digital clock.</p> <p>Children will translate sentences and draw the correct time on digital clocks.</p>
	To be able to say analogue times in French.	<p>Children will learn to tell the time on an analogue clock.</p> <p>Children will practise saying different times represented on a digital clock.</p> <p>Children will learn to say the time at half past the hour.</p> <p>Children will learn to say the time at quarter past and quarter to the hour.</p> <p>Children will learn to say the time for any time on an analogue clock.</p> <p>Children will read and translate written time phrases from French into English.</p>
	To be able to hear what time it is in French.	<p>Children will orally ask and answer the question: Quelle heure est-il?</p> <p>Children will listen to a recording of various numbers, analogue and digital times and will write down what they hear in the correct format.</p>
<p>Key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Stem sentences:</p> <p>Quelle heure est-il? – What time is it?</p> <p>Il est _____ heure(s). – It is _____ o'clock.</p> <p>Key words:</p> <p>quart, demie, moins le quart, moins</p>		

MFL Year 5 Spring - The town

In order to do this, we assume that children *already know*:

- The names of a range of different shops in French.
- Compass directions in French.

New Knowledge

label a town, give/understand directions, use prepositions, talk about your town

This unit revises genders for nouns and begins to look at interlingual homographs (words which look the same but are pronounced differently). Children learn to talk about the features in a town and use directional language (including prepositions) to navigate and talk about Hull.

Children's reading skills will be assessed during this unit.

Sequence of Learning

To be able to label some places in town.

Children will learn a variety of different places in a town.

Children will listen and repeat different places in a town.

Children will read French words and draw pictures to match.

To be able to label more places in town.

Children will learn a wide range of different places in a town.

Children will listen and repeat a wide range of different places in a town.

Children will unscramble a range of anagrams to spell places in a town correctly.

Children will practise using the correct article for different masculine/feminine words.

To be able to understand and give directions in French.

Children will listen and repeat some simple directions.

Children will verbally give directions to help someone move on an electronic map.

Children will verbally ask and answer the question: Pour aller au/a la _____?

	To be able to use prepositions to say where things are	<p>Children will work in pairs to guide each other around a map.</p> <p>Children will learn a range of prepositions.</p> <p>Children will use the prepositions learnt to describe where things in a town are in reference to other things in town. Eg. Le poste est derriere le stade.</p> <p>Children will ask and answer the question: Ou est _____?</p> <p>Children will read and translate some French descriptions of where things are in a town into English.</p>
	To be able to talk about your town.	<p>Children will write a passage describing their town.</p> <p>Children will use conjunctions to extend their written sentences.</p> <p>Children will learn and use adjectives to describe a range of different places in a town in a written passage.</p> <p>Children will read and translate a wide range of phrases and sentences describing a town.</p>

Key vocabulary to demonstrate knowledge and understanding in this strand:

Stem sentences:

Pour aller au/a la _____? – How do you get to the _____?

Ou est _____? – Where is _____?

Dans ma ville – In my town

Key words:

le stade, le magasin, le bowling, le parc, le cinema, la piscine, la patinoire, la marche

devant, derriere, en face du/de la, a cote du/de la, sur, sous, dans

et, mais, parce que, car

PSHE – We will look at what makes a good community and learn about standing up for themselves and others.

Dreams and Goals

Children will learn about their dream lifestyle, investigate jobs and careers, their dream job. Why they would want it and the steps to get there, dreams and goals of young people in other cultures, how people can support each other and rallying support.

Healthy Me

Children will learn about smoking, alcohol, emergency aid, body image, their relationship with food and 'healthy me'.