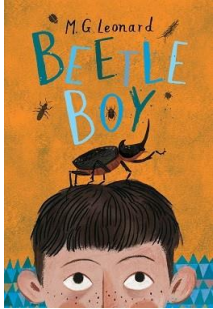
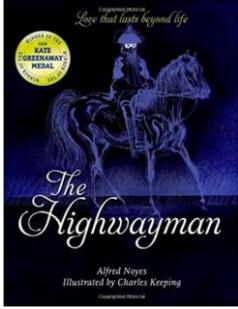





# The A-may-zing Mayans!



English	Maths	Science								
<p><b>Writing</b> <b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>• Explanation text</li> <li>• Non- Chronological report</li> <li>• Informal letter</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>✓ Use subordinating conjunctions in varied positions.</li> <li>✓ Use expanded noun phrases to inform.</li> <li>✓ Use relative clauses to add further detail</li> <li>✓ Begin to use passive voice to remain formal or detached.</li> <li>✓ Begin to use colons to link related clauses.</li> </ul> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p><b>Adverbials</b> Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p><b>Conjunctions</b> if when because while as until whenever once since although unless rather</p> </div> </div> <p><b>Spellings</b></p> <ul style="list-style-type: none"> <li>✓ Challenge Words (List 18)</li> <li>✓ Words spelled with 'ie' after c. (List 19)</li> <li>✓ Words with the 'ee' sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ however there are exceptions. (List 20)</li> </ul>	<p><b>Reading</b> Beetle Boy by M. G. Leonard. Reading lessons taught using 'The Highwayman' by Alfred Noyes.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="text-align: center; margin: 10px 0;">  </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Vocabulary</td> <td rowspan="6" style="width: 50%; vertical-align: top;">Development of skills across a range of genres and through the curriculum.</td> </tr> <tr> <td>Inference</td> </tr> <tr> <td>Prediction</td> </tr> <tr> <td>Explain</td> </tr> <tr> <td>Retrieve</td> </tr> <tr> <td>Summarise</td> </tr> </table> <p>Development of reading accuracy and fluency across a range of age appropriate and challenging texts.</p>	Vocabulary	Development of skills across a range of genres and through the curriculum.	Inference	Prediction	Explain	Retrieve	Summarise	<p><b>Prior learning</b> <i>Year 5- decimals and percentages- Spring 2</i> <i>Year 4 properties of shapes</i></p> <p><b>Number: Decimals and percentages</b></p> <ul style="list-style-type: none"> <li>• Rounding decimals</li> <li>• Order and compare decimals</li> <li>• Understand percentages</li> <li>• Percentages as fractions and decimals</li> <li>• Equivalent F.D.P.</li> <li>• Adding and subtracting decimals within 1</li> <li>• Adding and subtracting decimals with the same number of decimal places</li> <li>• Adding and subtracting decimals with a different number of decimal places</li> <li>• Adding and subtracting wholes and decimals</li> <li>• Decimal sequences</li> <li>• Multiplying and dividing decimals by 10, 100 and 1,000</li> </ul> <p><b>Geometry: Properties of shapes</b></p> <ul style="list-style-type: none"> <li>• Measuring angles in degrees</li> <li>• Measuring with a protractor</li> <li>• Drawing lines and angles accurately</li> <li>• Calculating angles on a straight line</li> <li>• Calculating angles around a point</li> <li>• Calculating lengths and angles in shapes</li> <li>• Regular and irregular polygons</li> <li>• Reasoning about 3-D shapes</li> </ul>	<p><b>Prior learning</b> <i>Year 4 Animals including humans</i></p> <p><b>Living things and their habitats (Continued)</b></p> <ul style="list-style-type: none"> <li>• Know what a life cycle is</li> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Describe the life process of reproduction in some plants and animals</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age</li> </ul>
Vocabulary	Development of skills across a range of genres and through the curriculum.									
Inference										
Prediction										
Explain										
Retrieve										
Summarise										
<b>Foreign languages- French</b>										
<p>Developing accurate pronunciation and intonation when saying key words and phrases.</p>										

PSHE	History	Art and Design and Technology	Computing
<p><b>Prior learning</b> Year 4 – Know that change is a natural part of relationships/ friendship</p> <p><b>Relationships</b></p> <p>Can suggest strategies for staying safe online/ social media Can say how to report unsafe online / social network activity Know that belonging to an online community can have positive and negative consequences Know that there are rights and responsibilities in an online community or social network Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends</p>	<p><b>Prior learning</b> Year 5- Order significant events and dates on a timeline and discuss /describe events using subject specific terminology</p> <p><b>Historical Study:</b> Non-European society that provides <b>contrasts with British History:</b> Mayan Civilisation C AD900</p> <p><b>Key Enquiry Question:</b> Why did the ancient Mayan's disappear?</p> <p><b>Historical concepts:</b></p> <ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time</li> <li>Continuity and change</li> <li>Cause and consequence</li> <li>Significance</li> </ul> <p><b>Chronological concepts:</b></p> <ul style="list-style-type: none"> <li>Duration</li> <li>Concurrence</li> <li>Interaction</li> <li>Narrative of history</li> </ul>	<p><b>Art</b> <b>Prior learning</b> Year 4 - analyse and interpret natural and man-made forms of construction.</p> <p>Use technical vocabulary to describe different sculptures. Use my knowledge about sculptures to create my own sculptures Incorporate form, pattern and texture Research and evaluate the ideas and ways of working of some different artists, designers and architects.</p> <p><b>DT</b> Begin to use <b>research and develop</b> design criteria to inform the design of functional products that are fit for purpose Select from and <b>use a wider range of materials</b> and components, including textiles, according to their functional properties and aesthetic qualities. Begin to <b>evaluate</b> it personally and seek evaluation from others.</p>	<p><b>Prior learning</b> Year 4- Information technology Year 5- inappropriate and appropriate behaviour Build upon what children have learnt on Safer Internet day (February)</p> <p><b>Information Technology</b> Check the reliability of an online source and use multiple sites to ensure the use of unbiased content</p> <p>Children will learn about email safety with a focus on preventing and dealing with spam. They will consider the importance of strong passwords and learn how to create them. Children will build on their knowledge of plagiarism and fair use of people's work by learning how to write citations and references for websites they may use. They will scrutinise photographs that they see online and learn how easy it is to manipulate pictures and present them as reality.</p>
Geography	PE	RE	Music
<p><b>Prior learning</b> Y4 – Science. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Continuation from last half term Understand key aspects of the Water Cycle (link to Science) -Use geographical language of rivers e.g. erosion, deposition, transportation, transpiration, <i>climate zones, biomes and vegetation belts</i> -Explain and present the process of rivers. -Compare how river use has changed over time</p>	<p><b>Outdoor and Adventure:</b> Think activities through and problem solve using knowledge and skills including skills from other curriculum areas e.g.: STEM / geography. Discuss and work with others in a group using collaborative approaches and communicating effectively.</p> <p><b>Gymnastics</b> <b>Prior Learning</b> Y4 - Perform and repeat longer sequences with clear shapes and controlled movement. Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p>	<p><b>Theme:</b> Beliefs and Moral Values</p> <p><b>Key Question:</b> Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p><b>Religion:</b> Hinduism</p>	<p><b>Singing:</b> Sing songs with accurate pitch, controlled breathing and expression.</p> <p>Maintain my own part and be aware of how the different parts fit together.</p>

<p>-Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p>			
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