



Our curriculum at Meadowbank Primary School is designed collaboratively between children and the teaching team. Children are taught skills to access, process and express their knowledge within a learning environment where independence and thinking skills are developed.

Teaching Phase: Upper Key Stage Two

Year Group: Year 5

Teachers: Mrs Fox, Miss Megram, Mrs Moffat

Date: April 2026

**Big Question: Savages of Central America: How did the Maya get their blood-thirsty reputation?**

**Connected Concepts: Cause and Effect, Power and Influence**

### English - Our book study is...

Middleworld  
by J&P Voelkel

### English - In Reading we are learning...

To justify evidence-based predictions and make sophisticated, inferences around character actions, thoughts and feelings.  
To explore vocabulary, explain the author's choices and summarise to enhance our understanding of the text.  
To use approaches such as choral reading, performance reading and text marking to support our growing fluency when reading aloud.

### English - In Writing we are learning...

To write diaries based on an archaeological discovery, using ambitious and stylistic sentence types: outside (inside) and three of a kind and the use of brackets, dashes or commas to indicate parenthesis.  
To write and deliver persuasive speeches linked to human sacrifice, using rhetorical questions, repetition and conditional sentences and emotional starters.  
To build on our persuasive writing skills by then writing letters of persuasion to Manchester Museum, to develop a Maya exhibition.

### In Personal, Social, Health and Economic Education we are learning...

To understand how the media, social media and celebrity culture promote certain body types and to develop strategies for keeping physically and emotionally safe - including online safety.  
To consider how access to the technological work can expose us to social challenges, considering how to manage our access to the internet safely.

### Mathematics - In Number we are learning...

To solve problems to calculate percentages using knowledge of decimal equivalents for  $\frac{1}{2}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$  and  $\frac{4}{5}$ , as well as fractions with a denominator that is a multiple of 10 or 5.  
To use diagrams to classify 2D/3D shapes and identify shapes from property clues.  
To reflect and translate regular and irregular shapes across mirror lines on a co-ordinate grid.

### Mathematics - In Measurement we are learning...

To solve problems by calculating percentages of amounts of money, distance and mass.  
To solve problems in order to calculate the area and perimeter of composite rectilinear shapes in centimetres and metres.

### In Science we are learning...

To describe the changes as humans develop from babies, through puberty then to old age and compare the impact of each stage of a humans life.  
To identify patterns in growth over a period of time using graphs to plot them.  
To describe the differences in the gestation period between humans and some animals and will plot and analyse this data to enable us to identify and predict patterns.

### In Relationships and Sex Education we are learning...

To apply our knowledge of managing real life relationships to managing relationships online.  
To consider the impact that using the internet as a social tool can have on our mental health when used positively and negatively, considering the importance of staying safe online when communicating with others via online platforms.



## **In Religious Education, Beliefs and Values we are learning...**

To consider 'If God is everywhere, why go to a place of worship?'

To use a research approach to consider how the word 'worship' is viewed by different people.

To make comparisons between different places of worship, and consider how worship supports theists during difficult times.

## **In Geography we are learning...**

To name and locate the countries in Central America and the countries that make up the Mesoamerica region.

To identify the key human features of the region and to use a variety of maps to locate natural resources across Central America.

To describe the distribution of natural resources including energy, food, minerals and water.

## **In Physical Education we learning...**

To create and follow a key and route on a map during orienteering sessions.

To work collaboratively as a team to make decisions, include all members and problem solve when facing challenges.

Batting, fielding and throwing skills as we learn how to play the game rounders.

## **In French we are learning...**

To develop our knowledge of familiar spoken words and short phrases (including more place names).

To show understanding of known verbs and adverbs and know and identify adjectives in feminine and masculine forms.

To speak with increasing confidence and fluency, by finding ways of communicating what we want to say using appropriate expressions.

## **In Computing we are learning...**

To understand principle filming techniques that we can use when making our own informative videos.

To use story boards to will map out sections of videos, create scripts to use as autocues and use green screen technology to help us create the effects we want.

To review our footage and reshoot or edit where necessary.

## **In History we are learning...**

To look at primary and secondary sources from Ancient Maya.

To compare Anglo-Saxon Britain with the Maya civilisation through beliefs, society and achievements.

To identify the cause and effect of Spanish explorers on Ancient Maya - a positive and/or negative impact?

To identify why viewpoints differ and why bias might skew these viewpoints.

## **In Art and Design and Design and Technology we are learning...**

To appraise the work of Abanindranath Tagore so we can replicate one of his pieces (*Ganesh Janani*.) focusing on: line techniques to produce the outline, contours and texture of a picture.

To explore how line, colour and texture can be used to create movement in pictures and finally explore techniques used to show perspective and shading.

## **In Music we are learning...**

To use appropriate musical language to describe and discuss the music.

To think about creating music with 'phrases' made up of notes and to improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.

To describe how our melodies were created and successfully create a melody in keeping with the style of the backing track.

## **Special events for children...**

- \*Autism Awareness Month - April
- \*Careers Week WB 20.04.2026
- \*Class photos 29.04.2026
- \*Outdoor Learning Day 08.05.2026
- \*Maya Workshop Enrichment Visitor 06.05.2026

## **Events for parents in school...**

- \*Key Stage 2 Sports Day 18.05.2026 9.15am
- \*Key Stage 2 Sports Day back up date in case of rain 21.05.2026 9.15am

## **Home School Learning...**

Children are expected to practise their spellings across the week.

Reading books should be in school each day, and children should read for 25-30 minutes each night, having their reading record signed by an adult.

Links will be shared via class dojo to extend learning at home around our Big Question, literacy and maths, including times tables practise.

## **Additional Information...**

PE will be each Tuesday and Friday, however please ensure children have their PE kit in school all half term.

Please remember water bottles every day during the warm weather.

Children may wish to bring a hat into school during sunnier days.