Moorfield Primary School

Year 5 Spring Term Overview

<table>
<tr><td>Topic:</td><td colspan="3">Spring: Mexico and the Mayans</td></tr>
<tr><td>SMSC</td><td colspan="3">Courage and Forgiveness</td></tr>
<tr><td rowspan="2">PSHE and RSE:</td><td colspan="3">Living in the wider world</td></tr>
<tr><td>Belonging to a community
Protecting the environment; compassion towards others</td><td>Media literacy and digital resilience
How information online is targeted; different media types, their role and impact</td><td>Money and work
Identifying job interests and aspirations; what influences career choices; workplace stereotypes</td></tr>
<tr><td>English:
 
</td><td colspan="3"><u>The Tempest</u> - (Geography Link)
Playscripts
Setting descriptions, character descriptions, diaries, dialogue

<u>The Rain Player -</u> Analytical essays about The Maya
Instructions, posters, missing scenes, diaries, newspapers, debates

<u>The Man Who Walked Between Two Towers</u> - (SMSC Courage Link)
Biographies/autobiographies
Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches

<u>Children of the Benin Kingdom</u> - Non-chronological reports
Informal letters, diaries, survival guides, eyewitness reports, story summaries</td></tr>
<tr><td>Maths:</td><td>Multiplication & Division
Can I recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})? Can I solve problems involving multiplication and division including using my knowledge of factors and multiples, squares and cubes? Can I solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign? Can I solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates?

Fractions
Can I compare and order fractions whose denominators are all multiples of the same number? Can I identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths? Can I recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]?</td><td colspan="2">Fractions
Can I add and subtract fractions with the same denominator and denominators that are multiples of the same number? Can I multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams? Can I read and write decimal numbers as fractions [e.g. 0.71 = $\frac{71}{100}$]?

Decimals and Percentages
Can I recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents? Can I round decimals with two decimal places to the nearest whole number and to one decimal place? Can I recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal? Can I solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25?</td></tr>
</table>

Science:	**<u>Properties and changes of materials</u>** • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
History:	Use different sources of research e.g. books, pictures, artefacts, internet to find out about Mexico and the Mayans. Describe and understand the similarities and differences between Mexico and the UK. Use maps, atlases and globes to name and locate countries and cities of the world. Know where to place the Ancient civilization of the Mayans in time. Describe the legacy of the Ancient Mayan civilization.	
Geography:	Describe and understand the terms HUMAN and PHYSICAL geography.	
DT:	**Digital World -** Monitoring devices **Food -** What could be healthier?	
Computing:	**<u>Programming A – Selection in physical computing</u>** To control a simple circuit connected to a computer. To write a program that includes count-controlled loops. To explain that a loop can stop when a condition is met. To explain that a loop can be used to repeatedly check whether a condition has been met. To design a physical project that includes selection. To create a program that controls a physical computing project. **<u>Data and information – Flat-file databases</u>** To use a form to record information. To compare paper and computer-based databases. To outline how grouping and then sorting data allows us to answer questions. To explain that tools can be used to select specific data. To explain that computer programs can be used to compare data visually. To apply my knowledge of a database to ask and answer real-world questions.	
Music:	Charanga Unit: The weather	Charanga Unit: The Romans
Art:	Monarch butterflies	
PE:	**Gymnastics** **Dance –** Pirates	**Dance** – Rainforest **Games** – Football
RE:	**<u>BELIEVING</u>** - What would Jesus do? Can we live by the values of Jesus in the 21st Century?	**<u>EXPRESSING -</u>** If God is everywhere, why go to a place of worship?
Spanish:	(Language Angels) I Can	(Language Angels) Ancient Britain