

## Maths Year 5 & 6

- Calculate Perimeter
- Measure Perimeter
- Area of rectangles,
- Area of compound shapes,
- Area of irregular shapes
- Perimeter on a grid
- Perimeter of rectangles
- Perimeter of rectilinear shapes
- Kilometres
- Kilograms & kilometres
- Milligrams & millilitres
- Metric Units
- Imperial Units
- Time
- Converting Units of time
- Interpret charts
- Comparison, sum and difference
- Read and interpret tables
- Two way tables
- Timetables

## English

### Book Study: Rain Player

#### Reading: The Great Chocoplot by Chris Callaghan

#### Writing Genres:

- Character descriptions (of a Mayan God)
- Sentence stacking (Mrs C)
- Biography
- Book Review

#### Music – The Fresh Prince of Bel Air

- Pulse games
- Rhythm games
- Pitch games
- Singing
- Instrumental accompaniment
- Improvisation
- Performance

#### French: Hobbies

- My hobbies
- Music
- Musical Instruments
- The Weekend
- Films

## Grammar, punctuation and spelling

- Expanded Noun Phrases
- Tenses
- Formal and informal language
- Colons, Semi – Colons and Hyphens
- Year 5 & 6 statutory spelling lists
- Homophones and root words

## Art

- Study of the Mexican artist Frida Kahlo
- Frida Kahlo's life and paintings
- Surrealism
- Self Portrait
- Mayan Masks

## Computing – Branching Databases

- Yes or no questions
- Making groups
- Creating a branching database
- Structuring a branching database
- Using a branching database
- Presenting information

# Year 5 & 6, Term 4

## Hola Mexico & Mayas

## PE

### Gym – Spinning and Turning

- Use a range of travelling and jumping movements.
- Using swinging to initiate gym moves.
- Link Jumps and balances with travelling and rolling.
- Using apparatus.

### Dance – 'Pleased to see you'

- Work creatively and imaginatively singly and with a partner
- Perform expressively and sensitively to accompaniment
- Perform dances fluently and with control
- Observe and evaluate their own and other's dances
- Warm up and cool down independently.

## History/Geography - The Ancient Civilisation of the Mayans

- Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the ancient Maya civilization.
- Identify and understand who the Mayas were as well as when and where they lived.
- Construct informed responses of historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in.
- Construct informed responses of relevant historical information by learning about how the Maya invented and used their calendars and number system.

## RE - The Crucifixion

- The sequence of events from Jesus' arrest in the garden to the burial in the tomb.
- Identify the key characters involved and their roles.
- Understand the political situation at the time.
- Know that the gospel accounts vary.
- The significance for Christians of the 'Stations of the Cross' and the Crucifixion.
- The relevance of the Jewish feast of Passover.
- Christian traditions e.g. hot cross buns.
- The story of Saint Veronica.

## PSHE – Healthy Me

- Understand the health risks of smoking and how tobacco affects the lungs, liver and heart.
- Understand the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart.
- Understand and can put into practice basic emergency aid procedures.
- Understand how the media and celebrity culture promotes certain body types.
- Describe the different roles food can play in people's lives and can explain how some people develop eating problems.
- Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy