

History

The Maya- study the Mayan way of life focussing on how they were the first astronomers, what did they find out about the planets? Learn about the Mayan numeral/alphabetical system and how they recorded their findings about space. Compare the Maya & Vikings.

Y5 Expected

Historical enquiry:

- Test a hypothesis to answer a question
- To appreciate how historical artefacts have helped us to understand more about the lives of present and past.

Knowledge & Interpretation:

- To describe historical events from different time periods.
- Make comparisons between historical periods. (Compare the Vikings & Maya as they were around the same time).

Science: Earth & space

Y5 Expected:

- Identify the movement of the earth and other planets in relative to the sun in the solar system.
- Explain the seasons and how associated weather is created.
- Describe and explain the movement of the Moon relative to the Earth?
- Describe the Sun, Moon & Earth as spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun against the sky.

Y5 Exceeding:

- Compare the different time of day across the world.
- Ability to understand how ancient civilisations used the sun to create astronomical clocks (Stonehenge).

Is there other life out there?
Spring 1

English

Key texts:

The Ice Bear (Jackie Morris)

Cosmic (Frank Cottrell-Boyce)

Guided Reading:

Non-fiction: Melting ice caps/Polar Bear facts

Cosmic (Frank Cottrell-Boyce)

Geography **Plan a journey from Hebburn to Mexico**

Geographical enquiry:

Y5 Expected

Geographical enquiry:

- To be able to plan a journey to another part of the world, taking into account time & distance.

Y5 Exceeding

- To work out an accurate itinerary detailing a journey to another part of the world.

Mathematics

Place Value

Addition & Subtraction

Multiplication & Division

For objectives, please see maths Medium Term Plan

Art / Design **Drawing**

Y5 Expected/Y6 Emerging

- To use identify & draw simple objects, and use marks/lines to produce texture.
- Successfully use shading to create mood & feeling.
- Organise line, tone, shape and colour to represent figures and forms in movement.
- To show reflections.
- To explain why certain materials have been chosen to draw with.

P.E

Swimming (coach)

PSHE

One Life: (New beginnings- A1)

- Identify talents and skills.
- Exploring feelings when starting something new.
- To use a range of communication skills.

MFL Unit 9: Sports

Listening & Responding

Y5 Expected/Y6 Exceeding:

- I can understand short passages of familiar language.
- I can understand instructions, messages & dialogues within a short passage.
- I can identify the main points of a message & give a personal response on a passage.

Computing

Scratch Games

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Is there other life out there?
Spring 1

Music

Design & Technology

Make a sundial

Y5 Expected/Y6 Emerging

- I can come up with a range of ideas after researching information.
- I can take a user's ideas into account when designing.
- I can produce a detailed step-by-step plan.
- I can suggest alternative plans and say what the good points and drawbacks are for each.

R.E.

Christianity: Special times

- What does the bible say about the last supper?
- Why is the last supper so significant to Christians?