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|  | **Curriculum Map Spring 2020**  Class-Sapphire Year-5 |
| Autumn Term |
| **Topic:**  Question:  Launch:  REAL Outcome: | Mysterious Maya |
| How did the Maya live? |
| Mayan crafts, weaving, pottery, frescoes. |
| Publication (book-making)/Performance/ Museum/ Meal/Model… (Audience?)  Spring 1- Publish a book of alternative creation stories based on the Popul Vuh. Partner with a KS1 class for an afternoon of story time.  Spring 2- Class assembly on Mayan culture including a fashion show of outfits made in DT. Invite parents to watch. |
| Trips/Visits/Outdoors | Trenance Chocolate factory?  Royal Theatre- RGL dance. |
| Interactive Displays/Roleplay | Construction area to build Maya Pyramids.  Chocolate factory following the trip. |
| Whole School Special Days and Festivals | Harvest/Anti-bullying week/Christmas  Easter  10th March, Holi festival of colours Hindu celebration. |
| **RE:** | Hinduism – celebrate Holi. 10th March |
| **PSHE/TIS:** | * New Year Resolutions. * Showing kindness. * Celebrating difference. |
| BRITISH VALUES: Tolerance |
| **English:**  Focus books  (linked to topic) | A range of **FICTION** linked to topics which develop children’s understanding of characters, plot and setting. **Non-fiction**: Instructions, factual reports, explanations, discussions persuasive adverts and posters.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Week 1 (2 days)** | **Week 2 (5 days)** | **Week 3 (5 days)** | **Week 4 (5 days)** | **Week 5 (5 days)** | **Week 6 (5 days)** | | Class reading – Popul Vuh- Maya Creation story.  Writing a descriptive narrative.  Focus:   * describe setting, character and atmosphere - adverbials, expanded noun phrases, (similes and metaphors– year 4 revision) * Personification and sentence types. * diary entry- infer a character’s thoughts and feelings. * Vocab and structures appropriate for formal and informal writing and speaking | | | | Instructions – how to cook in a Mayan pib (underground oven)  Focus:   * Number adverbials. * Adverbs of manner * Formatting layout – headings, subheadings, bullet points, colons, semi-colons. | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Week 8 (5 days)** | **Week 9 (5 days)** | **Week 10 (days)** | **Week 11 (5 days)** | **Week 12 (5 days)** | | Non-fiction text- National Fair trade fortnight 24th Feb – 8th March.  Focus:   * Commas for cohesion. * Formatting layout – headings, subheadings, bullet points, colons, semi-colons. * Formal language | | | | Class reading – The Journey by Francesca Sanna (refugee story)  Writing a journey story.  Focus:   * Setting and character description- similes, metaphors, expanded noun phrases, personification.   Tenses | |   ERIC – The Boy at the Back of the Class – Onjali Q. Raùf |
| **Maths:** | **Number and place value**, calculating, fractions, decimals and percentages, statistics, geometry, measure   * Area – Maya pyramids. * Converting improper fractions into mixed number fractions. * Fractions as division * Comparing and ordering fractions. * Adding and subtracting fractions * Multiplying fractions. * Decimals * FDP |
| **Science:** | **Working Scientifically:** Asking questions, setting up practical enquiries, making systematic and careful observations, taking measurements, recording findings, reporting on findings, using results to draw conclusions, using scientific evidence to answer questions  Working scientifically main obejectives this term:   * describe and evaluate own and others’ scientific ideas, using evidence from a range of sources. * draw conclusions, explain and evaluate methods and findings, communicating these in a variety of ways * raise further questions that could be investigated, based on their data and observations  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | | Properties of materials.  Categorising materials in different ways.  Inspired by Maya creation story, which material should the Gods have used for …? | Changes of state.  Can we prevent ice from melting by using various materials? | Reversible and irreversible changes.  Crime scene, use an irreversible chemical reaction to solve a ‘crime.’ | Reversible and irreversible changes.  Based on last week’s learning chn to choose their own variable to change and double check their test results. | Separating mixtures.  Variety of techniques to separate mixtures, filtering, sieving, magnets. | Solutions.  Test a number of items for solubility. Can we reverse the change? Salt Crystals. | Living things – parts of a flower? | Living conditions for a plant- grow rocket, test different environments. | **Plant reproduction** | Asexual reproduction in plants. | Investigation conclusion- which rocket grew the best and why? |  | |
| **History:** | * Week 1- Introduction to ancient Maya- artefacts and sources, history detectives. * Week 2- Maya timeline- how long ago were the Maya and where are they today? * Week 3- Day to day life- what did the Maya do for fun? What were their homes like? * Week 4- Gods and their belief systems. How did the Maya worship? * Week 5- Food and farming- dig a pib and cook in an underground oven. What did the Maya eat? Maya taste test. * Week 6- Leaders- K’inich Janaab Pakal (Pakal the Great) Longest reigning Mayan king. * Week 7- Explorers- when were the forgotten Maya cities uncovered and by who? * Week 8- Calendars and number system- how did the Maya use astrology to create the first 365 day calendar? * Week 9- Modern Maya- how do they live now? |
| **Geography:** | Where were the Maya from? Climates and biomes- tropical jungle biomes.   * Types of settlement and land use – architecture, use of land. * Economic activity- how did the Maya trade. * Human and physical geography – climate zones, biomes. * Location knowledge- where were the Maya from? * Argriculture- how Maya farmed the land, crops (cocoa and corn) |
| **Art and Design:** | * Maya carvings and sculptures. * Outcome- soap carvings. * Look at existing Mayan carvings, create monoprints to replicate them in sketch books. * Relief printing * Collagraph * Lithograph |
| **Design Technology:**  Including Cooking and Nutrition | Textiles- design and create Maya fashion and headdresses.  Maya weaving techniques. |
| Cooking: Cooking Maya delicacies in a pib (earth oven) |
| **Music/Drama:** | Explore charanga.  Tribal chants and choruses. |
| **Computing:** | **Internet Safety:** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Identify a range of ways to report concerns about content and contact   * Debugging systems. * Algorithms * Formatting- writing and decorating our Maya Creation stories using a computer. |
| **Languages- French:** | * Redruth MFL -French |
| **PE:** | Real P.E. - 2 hours a week.  RGL dance. |