



Year 5 Summer The Maya



Geography

Knowledge	Skills
Locate the world's countries, focussing on South America. Concentrate on their environmental regions, key physical and human characteristics, countries, and major cities	Use maps, globes and Google Earth to identify the continent of South America. Identify and mark on a map the different countries of South America. Identify the major cities and consider how they differ to other regions in the country.
Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	Using photographs, children to make connections between South America and the UK. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America.
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts	Use and explain the term 'climate zone'. Identify the different climate zones Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes.

Hook/Celebration

Maya Artwork celebration

Whole School Events

Aspirations Week

Poetry Week

Humanities Week

Fathers Day

Sports Day

Stand Alone Subjects

PSHE—Jigsaw

Music—Charanga

Dancing in the Street and Reflect,

Rewind and Replay

PE—Athletics, Archery/

Dodgeball, Rounders and Cricket

RE—What does it mean to be a

Muslim in Britain today?

Science - Living Things and Their

Habitats, Animals, Including Hu-

mans

Key Texts

The Journey

There's a Boy in the Girls' Bathroom

Skellig

Art & Design

Knowledge	Skills
To create sketch books to record their observation and use them to review and revisit ideas.	Sketch books used to document, review and evaluate art creatively. Drawing – observations through a range of resources by looking, investigating, listing and drawing to plan.
To improve their mastery of art.	Painting – to create, understand and use complementary colours to create atmosphere and use of variety of tools to create different effects and textures.
To improve their design techniques, including drawing, painting and sculpture with a range of materials.	Printing – Create surface pattern by 'repeat printing' a motif. Use tools safely. Develop ideas from a range of sources. Start to overlay prints with other media. Use of stencils, rolling ink and placing paper. Textiles/collage – Researching, selecting, collecting, assembling, cutting, tearing, sticking, layering and collaging to create variety of found and created resources. Use a range of media to create collages. Use collage as a means of extending work from initial ideas. Create pattern for purpose.

History

Knowledge	Skills
To recognise, identify and explain where the Maya civilisation are placed on a timeline in relation to other civilisations and time periods studied.	Place current study on time line in relation to other studies. Know and sequence key events of time studied.
To be able to explain, sequence and date key events of the Maya civilisation.	Use terms related to the period and labels. Relate current studies to previous studies.
To compare, summarise, synthesise and explain the differences between different civilisations studied (e.g. Maya and Anglo Saxons)	Make comparisons between different times in history. Study different aspects of life of different people.
To describe and reason how and when the Maya civilisation lived and compare this is to Britain.	Examine causes and results of great events and the impact on people.
To describe how the local area has changed and explain how this has affected people through an informed conclusion.	Compare life in early and late times studied. Compare accounts of events from different sources including Fact or fiction.
To describe how sources can be reliable or not and to explain how this leads to different versions of the same event.	Offer some reasons for different versions of events.

Design & Technology

Knowledge	Skills
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	Generate ideas through written plans and identify a purpose for their product. Draw up a specification for their design.
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Use results of investigations, information sources. Select appropriate materials, tools and techniques.
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately.