

Summer Term Curriculum Map Year 5

	Summer Rainforest and The Ancient Civilization of the Maya	
English	<ul style="list-style-type: none"> Narrative 	<ul style="list-style-type: none"> Arguments and debates Persuasive writing/letters (letter for environmental change)
Maths WRM	<ul style="list-style-type: none"> Shape Position and direction Decimals Negative numbers Converting units Volume <p><i>Ongoing fluency, reasoning and problem solving</i></p>	
Science	<p>Working scientifically</p> <ul style="list-style-type: none"> planning different types of scientific enquires to answer questions including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment , with increasing accuracy and precision recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquires, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations <p>Reproduction</p> <ul style="list-style-type: none"> Reproductive parts in plants Pollination Asexual reproduction Plan – cloning plants Plant – cloning plants Findings – clone plants <p>Animals including humans</p> <ul style="list-style-type: none"> The human life cycle Babies, children, adults and the elderly Gestation periods and lifespan Life cycles of mammals and amphibians Life cycles of insects and birds What is global warming and what is the impact on living things? 	

History	<p>Ancient civilization - The Maya</p> <ol style="list-style-type: none"> To place historical events in order, exploring major events during the Mayan dynasty. <i>Understand chronology. Describing change and continuity.</i> Consider position and length of Mayan period in terms of world history. Order major events during the Mayan dynasty. To recognise the achievements of the earliest civilisations. <i>Explain the historical significance.</i> Consider and compare achievements of Mayans and other early civilisations. Order these in terms of importance. Discuss. To understand methods of historical enquiry, to understand how evidence is used to prove historical claims. <i>To interpret sources and evidences.</i> Look at Mayan artefacts. Act as historians to explore what they might be and what they tell us about Mayans. To explore what everyday life was like for Mayan people. <i>Identify similarities and differences.</i> Consider what a typical Mayan home looked like and how life differed for the rich and the poor. To explore the impact of the Spanish people in Mesoamerica. <i>Describing change and continuity.</i> Discuss Christopher Columbus. Discuss the Spanish conquest. Children consider the impact on Mesoamerica. 	
Geography	<p>Geography UK and South America (Amazon rainforest)</p> <ol style="list-style-type: none"> To name and locate some of the popular (known) rainforests on a map, making reference to longitude and latitude. <i>Locational Knowledge</i> Children locate rainforests on a map of the world. Discuss the location of these, in relation to the equator, longitude and latitude. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <i>Map skills</i> Half class use atlases to see what they can find out about South America. Record findings. Other half use iPads/Google Earth. Swap. Compare the advantages/disadvantages of using iPads/atlases to find information about a country. To describe and compare some key physical characteristics of the UK and South America. <i>Physical Geography</i> Sort physical characteristics according to whether they are in the UK or South America. Write a paragraph comparing the two. To understand effect humans can have on their environment through deforestation. <i>Human Geography</i> Discuss the impact of deforestation. Hold a class debate on deforestation. To explain what a place might be like in the future, taking account of issues impacting on human features eg population, jobs, culture, and religion. <i>Human Geography</i> Discuss the Amazon rainforest in the present day, relating to population, jobs and culture. Children imagine what the impact of deforestation might be on these features, and create a labelled diagram of the Amazon in 100 years. To explain how a locality has changed over time with reference to human features eg population, jobs, and trade links. <i>Human Geography</i> Consider how Chelmsford has changed over time. Look at population statistics. What might have caused this? Consider links and proximity to London. 	
Computing	<p>Graphics – Purple Mash Unit 5.6</p> <ol style="list-style-type: none"> To become familiar with the 2Design and Make tool To explore the effect of moving points when designing To design a 3D model to fit certain criteria To refine and print a model 	<p>Coding – Purple Mash unit 5.1</p> <ol style="list-style-type: none"> To begin to simplify code and create a playable game To understand what a simulation is and program one using 2Code To know what decomposition and abstraction are in Computer Science, and to apply to real-life situations To understand how to use friction and functions in code

		14. To understand what the different variable types are and how they are used differently To understand how to create a string
Design & Technology	<p>Clay mask</p> <p>Study of rainforest masks. What do they represent? Who wears them and why?</p> <p>Chn research, sketch and create ideas to design a rainforest mask.</p> <p>Chn can build a clay armature building papier mache over or build a full clay mask adding and subtracting clay to form the mask design.. Detail such as embellishments can be added once dry.</p> <p>Chn to consider how they will be attached (e.g. do they need to create small holes to feed threads through while modelling the mask?) How will they decorate the mask?</p> <p>Developing, planning and communicating ideas:</p> <ul style="list-style-type: none"> • come up with a range of ideas after they have collected information? <p>Working with tools, equipment, etc:</p> <ul style="list-style-type: none"> • use a range of tools, materials and equipment expertly and precisely • persevere through different stages of the making process • change the way they are working if needed • ensured that their product is strong and fit for purpose <p>Evaluating:</p> <ul style="list-style-type: none"> • keep checking that their design is the best it can be • check whether anything could be improved e.g. Would different resources or additional information have improved their product? • record their evaluations using drawings with labels <p>Mouldable materials:</p> <p>Link to Art and Design: 3D Art</p> <ul style="list-style-type: none"> • experiment with and combine materials and processes to design and make 3D form • sculpt clay and other mouldable materials in a range of scales 	
Art	<p>Drawing and Collage: plant drawings, animal drawings, jungle collage scene Artist study: Henri Rousseau</p> <p>Drawing studies of plants – enlarged. Add detail.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • experiment with different styles which artists have used • describe the work of some significant artists, craftspeople, designers and architects and their influences • use appropriate technical vocabulary <p>Sketchbooks:</p> <ul style="list-style-type: none"> • use sketchbooks to plan, collect and develop ideas with annotations <p>Collage:</p> <ul style="list-style-type: none"> • combine visual and tactile qualities to express mood and emotion • justify the materials they have chosen • combine pattern, tone and shape in their collages • overlap materials (creating different effects) 	
Music	Charanga scheme Dancing In The Street (Motown)	Charanga scheme Reflect, Rewind & Replay (Classical)

	<p>Listening & Appraising</p> <ul style="list-style-type: none"> To talk about how the musical dimensions work together in different songs <p>Dimensions of music</p> <ul style="list-style-type: none"> Copy back one-note riffs using simple and syncopated rhythm patterns Invent rhythms for others to copy back <p>Singing</p> <ul style="list-style-type: none"> To enjoy exploring singing solo To listen to the group when singing To sing with awareness of being 'in tune' <p>Playing</p> <ul style="list-style-type: none"> To rehearse and perform their part, maintain their part while others perform theirs To listen to and follow musical instructions from a leader To lead a rehearsal session <p>Improvisation</p> <ul style="list-style-type: none"> To know that you can use some riffs you have heard in your improvisations To know three well-known improvising musicians <p>Composing</p> <ul style="list-style-type: none"> Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) Use basic structural forms e.g. rounds, variations, rondo <p>● Performing To talk about the venue and how to use it to best effect (Summer Production)</p>	<p>Listening & Appraising</p> <ul style="list-style-type: none"> To talk about how the musical dimensions work together in different songs <p>Dimensions of music</p> <ul style="list-style-type: none"> Copy back two-note and three-note riffs by ear and with notation Play question and answer games using two or three different notes <p>Singing</p> <ul style="list-style-type: none"> To demonstrate a good singing posture and breathe in the correct places To follow a leader when singing <p>Composing</p> <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song <p>Performing</p> <ul style="list-style-type: none"> To communicate the meaning of the words and clearly articulate them To record the performance and compare it to a previous performance To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
PE	<p>Rounders' Skills</p> <ul style="list-style-type: none"> gain possession by working as a team they pass in different ways skills in fielding (catching and throwing accuracy) choose the best tactics for attacking and defending use a number of techniques to pass, dribble and shoot Develop consistency in their skills 	<p>Swimming Skills/ NC Skills</p> <ul style="list-style-type: none"> particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

	<p><u>NC Skills</u></p> <ul style="list-style-type: none"> Master movements (running, jumping, throwing and catching in isolation and combination) Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending. Core skills (balance, control) <p>Athletics</p> <ul style="list-style-type: none"> controlled when taking off and landing in a jump throw with accuracy combine running and jumping follow specific rules Sustain and maintain running speed Improve on personal target <p><u>NC Skills</u></p> <ul style="list-style-type: none"> Master movements (running, jumping, throwing and catching in isolation and combination) <p>Core skills (balance, strength, control)</p>	<ul style="list-style-type: none"> perform safe self-rescue in different water-based situations. <p>Cricket Skills</p> <ul style="list-style-type: none"> To hold a bat correctly To bowl a ball correctly using the correct action. Throw a ball under and over arm with some accuracy and consistency Catch a ball at different heights and lengths Select and use the most appropriate skills, actions or ideas Move and use actions with co-ordination and control To concentrate for longer periods of time. <p><u>NC Skills</u></p> <ul style="list-style-type: none"> Master movements (running, jumping, throwing and catching in isolation and combination) Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending. Core skills (balance, control) <p>Dance linked to end of year production</p> <ul style="list-style-type: none"> develop imaginative dances in a specific style choose their own music, style and dance <p><u>NC Skills</u></p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best
R.E	<p>How do Hindus make sense of the world?</p> <ul style="list-style-type: none"> Define the fundamental concepts and beliefs which underpin Hinduism Examine Hindu beliefs about God Investigate the significance of Diwali to Hindu beliefs. Explain how Hindu beliefs shaped the life of Mohandas Gandhi Design an artwork which encompasses the four Yogic paths of freedom 	

P.H.S.E
Jigsaw
scheme of
work

Relationships

- compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.
- apply strategies to manage feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.

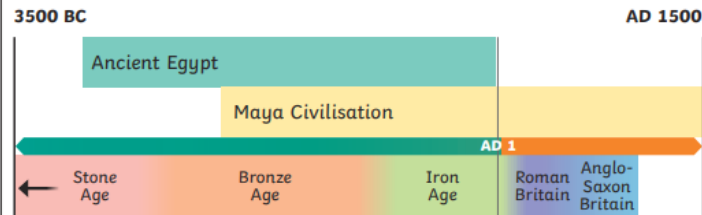
Changing me

- explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.
- express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.

Rainforests



Maya Civilisation



Key Dates

(c. stands for circa, which means approximately)

c. 2000 BC	The Maya civilisation comes into being in Central America.
c. 300 BC	Cities, such as El Mirador, become large and powerful.
AD 900	Cities in the rainforest are abandoned due to a drought . People move north to the highlands of Guatemala and the Yucatán.
AD 1000	Cities like Chichén Itzá (which has two temple pyramids) are still thriving.
AD 1500s (16 th century)	The Spanish arrive in South America and set out to destroy the remaining elements of Maya civilisation as part of their conquest.
AD 1839	American explorer and writer, John Lloyd Stephens, and British artist, Frederick Catherwood, explore Copán and other cities including Chichén Itzá, reigniting interest in the Maya civilisation .
AD 2014	The cities of Lagunita and Tamchén are rediscovered.

Why is it important to save our

Maya Numbers

The Maya developed an advanced number system for their time. They were one of only two cultures in the world to develop the concept of zero as a placeholder.

= 0
 = 1
 = 5

The number system used three symbols in different combinations.

Food

The Maya people mainly ate **maize** (corn). **Maize** was very important to them as they believed that the first humans were made from **maize** dough by the gods.

The Maya made a bitter chocolatey drink from **cacao beans** that was enjoyed by the rich. It was used for medicines and in ceremonies. The **cacao beans** were highly valued and even used as a form of money.



Location of Tropical Rainforests



The Maya built cities, pyramids and ornate sculptures in the rainforest.

Rainforests

A rainforest is a very **dense**, warm and wet forest with a tropical **climate**.

They are habitats for millions of different animals and plants.

Deforestation

Deforestation is the deliberate act of clearing large areas of trees through cutting down or burning them. This happens so the land and trees can be used for other purposes.

Reasons

Trees are a useful and valuable material and are used for buildings, furniture, firewood and paper. Species of trees, like teak and mahogany, found in rainforests are ideal building materials. Land is also cleared for planting crops like soy and producing palm oil - an edible vegetable oil which can be found in foods and other products like toothpaste and shampoo.

Both smaller (subsistence) and larger-scale (commercial) farming require areas of forest to be cut down and burnt to improve the soil and make room for cattle.

Writing

The Maya writing system was used to write several different Maya languages. It was made up of many symbols called glyphs.

Logograms are glyphs representing whole words.

Syllabograms are glyphs representing units of sound (syllables).

The glyphs were carved on stone buildings and monuments and painted on pottery.

Maya **scribes** also wrote books called **codices**.



tropical

habitat

vines

drought

maize

climate

camouflage

climate change

civilisation

global warming

deforestation

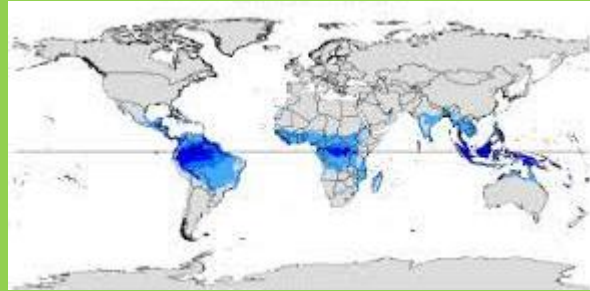
codices

fossil fuels

biomes

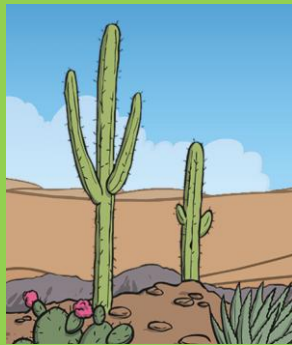
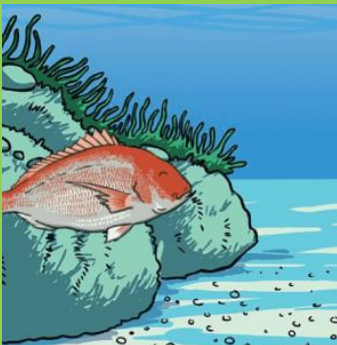
ecosystem

tropical



Very hot and humid, usually close to the Equator.

habitat



A place that an animal lives.

vines



A plant with a long, thin stem that climbs up a support or creeps along the ground.

drought



A long period of time with little or no rain.

maize



Another word for sweetcorn or corn on the cob. It can be made into a dough and baked into tortillas.

climate



The weather conditions that different areas usually have.

camouflage



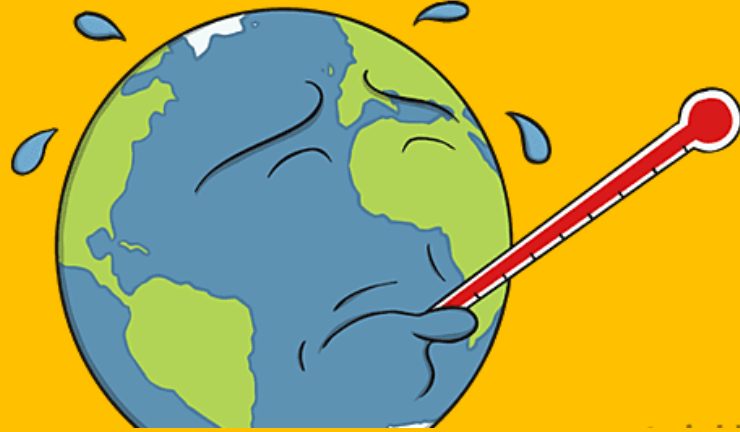
To hide by looking like the surroundings.

climate change



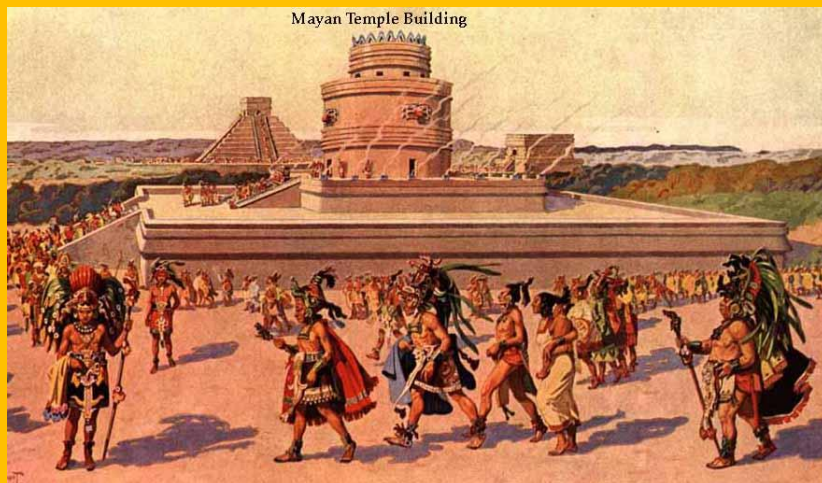
The long-term changes in global temperatures and other characteristics of the atmosphere.

global warming



A slow increase in the overall temperature of the Earth.

civilisation



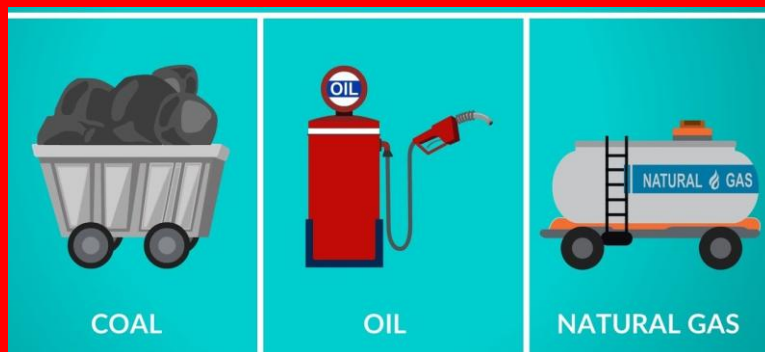
A human society with well-developed rules and government, often where technology and the arts are considered important.

deforestation



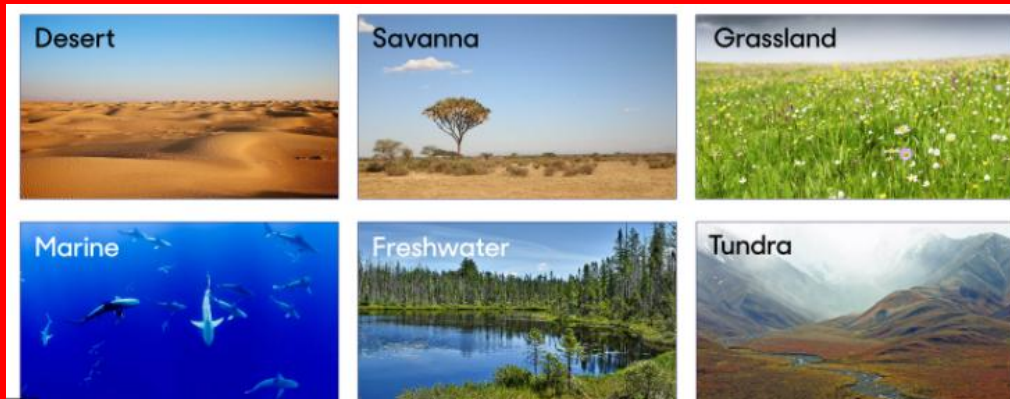
Humans cutting down a large area of trees to use the area for other reasons.

fossil fuels



Natural fuels, such as coal or gas.

biomes



Areas of our planet with similar climates, landscapes, animals and plants.

ecosystem



A community of animals, plants and microorganisms, together with their habitat.

codices



Ancient written texts. Maya codices could be unfolded like a concertina. One text is called a codex.