

PATHS/RSHE	Key Skills
Goals and Identity	I can: set and reach relevant goals, learn about key figures in history who set goals for positive change, develop citizenship skills, develop problem social solving skills.

History	Key Skills
Non-European Society—Mayan Civilisation	I know about Maya civilisation, I understand the Maya number system. I am able to describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant. I can research Mayan life. I understand and can play an ancient Maya ball game.

French	Key Skills
French	I understand simple classroom instructions. I can talk about simple leisure activities in French. I can ask and answer the question 'What is the time' in French. I can say what time I do leisure activities.

Music	Key Skills
Ukulele	I can: hold the ukulele correctly and pluck and open strum, play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression, maintain my own part and be aware how the different parts fit together, recognise and use a range of musical notations including staff notation.

RE	Key Skills
Hinduism	I know: what Hindus believe about God, why symbols so important to Hindus, the significance of Ganesh to Hindus, what Hindus believe about life and death, what part Shrines, Puja Plates and Temples play in Hindu life, what the festival of Diwali tells us about how Hindu's celebrate and find meaning.

English
<p>TEXT TYPE: 1. ACTION 2. CHARACTERISATION BASE TEXT: Beowulf by Michael Morpurgo MODEL TEXT: 1: Beowulf Fights the Monster 2: Grendel</p> <p>Outcome 1 To write an action scene from a myth. Innovation: Children will write an action 'combat' scene between a hero and a mythical creature. Independent Application: Children will write the action scene between the girl and the fox, using the film <i>The Girl and The Fox as a stimulus.</i></p> <p>Outcome 2 To write an extract from a myth which develops character. Innovation: Children will write a scene which develops the character of either a hero or a mythical creature. Independent Application Children will use the film <i>The Tiny Crusader to stimulate writing that develops the character of the tiny knight, the blacksmith or both.</i></p>

Year 5 - Spring Term 1
'Mayan civilisation'
Subjects and skills

Maths
We follow the National Curriculum Year 5 Programme of Study in Maths. Topics for this half term include: decimals, area/perimeter, volume—imperial units, fractions—mixed, improper, add and subtract, time and problem solving strategies.

Art and Design	Key Skills
Painting, collage, printing	I can: explore different effects made with textured paint, explore block printing techniques, explore mono-printing techniques, create a piece of artwork on a large scale, explore art from a historical period, identify how my design is influenced by the period's style.

Science	Key Skills
Working Scientifically	I can: plan different types of scientific enquiry., control variables in an enquiry, measure accurately and precisely using a range of equipment, record data and results using tables, use the outcome of test results to make predictions and set up a further comparative test, explain a conclusion from an enquiry, relate the outcome of an enquiry to scientific knowledge in order to state if evidence supports or refutes a theory.
Properties and Changes of Materials	I can : group materials based on their properties, use the results from a fair test to explain the choice of materials for everyday objects, conduct a fair test into the effect of temperature on evaporation, separate mixtures using sieving and filtering, use knowledge of solids and liquids to decide how to separate a mixture and present my finding to the class. I know which changes are reversible and which are irreversible. I know some materials dissolve in liquid to form a solution and how to recover these substances.

PE/Games	Key Skills
Invasion Games Yoga	I can pass a ball accurately to a target. I can develop my first touch control. I can dribble a ball in a range of invasion games. I can describe how yoga makes me feel and can talk about the benefits of yoga I can provide feedback using key terminology and understand what I need to do to improve. I can transition from pose to pose in time with my breath. I can work collaboratively and effectively with others. I demonstrate yoga poses which show clear shapes. I show increasing control and balance when moving from one pose to another.

Computing	Key Skills
Online Safety Flat file databases	I know what spam is and what you can do about it. I can: use a form to record information, compare paper and computer based databases, outline how grouping and then sorting data allows us to answer questions, explain that tools can be used to select specific data, explain that computer programs can be used to compare data visually.