

PATHS/RSHE	Key Skills
Goals and Identity	I can: empathise with how others may feel, use conversational skills to make new friends, use strategies to join in with a group, use strategies to resolve conflict, explain how I feel to others and be assertive manage my feelings.

History	Key Skills
Non-European Society—Mayan Civilisation	I understand the social and religious importance of the ball game Pok-a-Tok. I can research an aspect of Maya life that really interests me. I can compare and make links between the Anglo Saxons and Vikings and the Maya. Evaluate the range of likely causes of the gradual abandonment of the ancient Maya jungle cities.

French	Key Skills
French	I can talk about festivals and dates. I can say what present I would like. I can count up to 60 in French. I can give and understand instructions. I understand how plural forms are made in French and how they compare to English. I can recall some common French nouns.

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

RE	Key Skills
Hinduism	I can describe the variety of practices and ways of life in religions. I can consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. I can use specialist vocabulary in communicating knowledge and understanding. I can reflect on ideas of right and wrong and my own and other's responses to them.

English
TEXT TYPE: CHARACTERISATION BASE TEXT: Beowulf by Michael Morpurgo MODEL TEXT: Grendel
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</i> to stimulate writing that develops the character of the tiny knight, the blacksmith or both.
Poetry Exploring, writing and performing poetry linked to World Poetry Day.

Year 5 – Spring Term 2
‘Mayan civilisation’
Subjects and skills

Maths
We follow the National Curriculum Year 5 Programme of Study in Maths. Topics for this half term include: problem solving strategies, statistics, fractions—percentages, geometry—shape properties.

Design and Technology	Key Skills
Mayan food	I can carry out research and develop a simple recipe. I can formulate lists of resources and step by step plans and select equipment. I can follow procedures for safety and hygiene. I can investigate how well products have been designed and made. I know that food is grown, reared and caught in the UK, Europe and the wider world. I know how to prepare and cook a variety of dishes.

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	Key Skills
	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: create and perform sequences using apparatus, individually and with a partner, lead a partner through short warm-up routines, use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance, use feedback provided to improve my work, use set criteria to make simple judgments about performances and suggest ways they could be improved, use strength and flexibility to improve the quality of a performance, work safely when learning a new skill to keep myself and others safe.

Computing	Key Skills
Online Safety	I know how to cite different types of online sources. I can identify that drawing tools can be used to produce different outcomes. I can create a vector drawing by combining shapes. I can use tools to achieve a desired effect. I recognise that vector drawings consist of layers. I can group objects to make them easier to work with. I can evaluate my vector drawing.