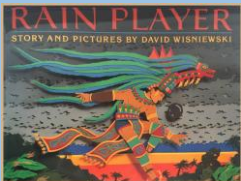
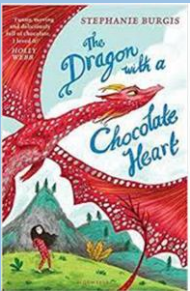








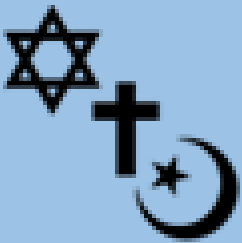








Year 5 Mrs Edgar and Mrs Henson	Spring Term 2026		
	The Maya		
<b>English</b>    	<p><b>Class novels:</b> <i>'Rain Player'</i> – David Wisniewski &amp; <i>'The Dragon with a Chocolate Heart'</i> – Stephanie Burgis</p> <p>Daily Guided reading lessons based on a variety of fiction/ non-fiction and poetry texts.</p> <ul style="list-style-type: none"> <li>• Character Description</li> <li>• Non-chronological report (History based)</li> <li>• Recount (Space trip)</li> <li>• Dialogue/speech</li> <li>• Role play</li> <li>• Explanation Text</li> <li>• Active Spelling lessons</li> <li>• Punctuation and grammar work in Active English lessons</li> </ul>	<b>Maths</b>  	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Formal multiplication method</li> <li>• Area model</li> <li>• Short division</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Multiplying fractions</li> <li>• Fraction of a quantity</li> </ul> <p><b>PiXL Assessments</b></p> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>• Length, Perimeter and Area</li> <li>• Volume</li> <li>• Time- Interpreting timetables</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Tables and bar charts</li> <li>• Line graphs and comparative graphs</li> </ul>
<b>SCIENCE</b>	<p><b>Properties and Changes of Materials</b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials based on their properties: hardness, solubility, transparency and response to magnets</li> </ul>	<b>HISTORY</b>	<p><b>A non-European society that provides contrasts with British history- Maya civilisation c. AD 900</b></p> <ul style="list-style-type: none"> <li>• To know that the Maya were accomplished engineers, mathematicians and scientists</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>		<ul style="list-style-type: none"> <li>• To know and understand why the Maya had strong religious beliefs</li> <li>• To know that the Maya civilization was dependent on farming, hunting and trading</li> <li>• Investigating why the civilisation collapsed</li> <li>• To know the legacies of the Maya civilisation e.g. engineering, number, trade etc</li> </ul>
<b>GEOGRAPHY</b>	<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical</li> </ul>	<b>COMPUTING</b>	<b>Vector Graphics</b> Creating images using online drawing tools. <b>Selecting in physical computing</b> Exploring conditions and selection using a programmable microcontroller

	<p>and human characteristics, countries, and major cities</p>		
<p><b>PSHE</b></p>  	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Future dreams</li> <li>• The importance of money</li> <li>• Jobs and careers</li> <li>• Dream job and how to get there</li> <li>• Supporting others (charity)</li> <li>• Motivation</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> <li>• Alcohol and anti-social behaviour</li> <li>• Emergency First Aid</li> <li>• Relationship with Food</li> <li>• Healthy Choices</li> <li>• Motivation and behaviour</li> </ul>	<p><b>RE</b></p>  	<p><b>Theme:</b> Beliefs and moral values  <b>Key Question:</b> Are Sikh stories important today?  <b>Religion:</b> Sikhism</p> <p><b>Theme:</b> Easter  <b>Concept:</b> Incarnation  <b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?  <b>Religion:</b> Christianity</p>
<p><b>ART</b></p> 	<p><b>Textiles- Weaving</b></p> <p>Children will look at the work of El Anatsui and compare his creations to the craft and designs of the Maya culture. They will consider colour, pattern and purpose before designing and producing their own product.</p>	<p><b>Design and Technology</b></p> 	<p><b>Celebrating Culture and Seasonality</b></p> <p>Children will research Mexican food including tasting and appraising.  <i>Roots to Food will visit and assist the children with producing a meal.</i></p>

<p><b>MUSIC</b></p>  	<p><b>Term 3: South and West Africa</b> Children will recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p><b>Term 4: Composition Notation</b> Represent the features of a piece of music using graphic notation and colours, justifying their choices with references to musical vocabulary.</p>	<p><b>MFL</b></p> 	<p><b>My Home and Clothes</b> Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.</p>
<p><b>PE</b></p> 	<p><b>Term 3: Gymnastics</b> <b>Handball</b></p> <p><b>Term 4: Dance</b> <b>Outdoor and adventurous</b></p>		<p><b>PE days- Mondays and Fridays</b></p> <p><b>Bikeability – w/c 9<sup>th</sup> February</b></p> <p><u><b>Home learning projects</b></u></p> <ul style="list-style-type: none"> <li>• Children are expected to read daily and practise times table facts for quick recall</li> <li>• Choose 4 pieces of home learning each half term to share in the final week.</li> </ul>