

### Literacy

**Key Text:** *Rain player* by David Wisniewski

**Purpose for writing:** *Narrative—conquering story*

**Writing:** Children will identify the structure and features of a conquering story and use this to plan their own mythical tale based on Mayan gods

During this unit, they will focus on the use of dialogue to show characterisation whilst continuing to use a range of sentence structures: simple, compound and complex. Alongside this, they will revise their understanding of modal verbs and also learn how adverbials can also be used to show possibility. Lessons will have a focus on vocabulary also and children will be encouraged to use ambitious word choices throughout.

**Grammar:** The focus in this unit will be to use a range of punctuation for direct speech, modal verbs and adverbials.

**Word Reading/Comprehension:** Children will focus on understanding new vocabulary in context and applying this in their own work. They will also focus on the specific VIPERS skill of using details stated and implied to form predictions.

**Year 5/6**  
**Spring 1**

### Maths

**Key Facts:** **Year 6-** Recall percentage and decimal equivalents of  $\frac{3}{4}$ ,  $\frac{3}{5}$ ,  $\frac{9}{10}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$  **Year 5-** perimeter of a rectangle:  $(2 \times \text{length}) + (2 \times \text{width})$ , area of rectangles:  $\text{length} \times \text{width}$

**Year 5:** Children will expand prior learning of multiplication and division, moving from jottings into the formal methods of both multiplication and division by single digit numbers and then by those with more than one digit. They will then move into fractions, and how they can be classified and manipulated using the 4 operations as well as using fractions as an operator. This will lead into fraction decimal equivalence and how these can be used practically.

**Year 6:** Children will identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000. They will multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Children will also recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

**(Please see our Calculation Progression document on our website for Place Value, Addition, Subtraction, Multiplication and Division strategies.)**

### Computing

**Spreadsheets** — Children will build on their knowledge of spreadsheets in Purple Mash using the 2Calculate program. They will design and use a spreadsheet to calculate profit and loss as well as investigating probability (year 6)

### History

**Focus: The Mayans**

This unit will kick start with a whole day Mayan workshop where children will be immersed in Mayan artefacts and customs. Year 5/6 will learn about key aspects of life and beliefs and then demonstrate their understanding using drama.

Throughout the rest of the unit, they will be revisiting previous knowledge about key events in British history and then use these to create a layer timeline to compare British and Mayan history. They will also focus on key aspects of the Mayans' lives including their social structures, beliefs and architecture.

This unit will give pupils the opportunity to use a range of sources to learn about the past, ask historical questions and use effective methods to present their learning.

**(Please see Geography knowledge organiser for essential knowledge and vocabulary to be learnt.)**

### Science

**Biology: Living things and their habitats**

Science this term focuses on living things and the life process of reproduction. The children will explore the processes of sexual and asexual reproduction in plants, find out about sexual reproduction in animals, investigate the differences in the life cycles of different animals as well as find out about the work of naturalists like Jane Goodall.

**In this school we believe that pupils should learn the scientific declarative knowledge alongside procedural knowledge (working scientifically). Where possible each lesson will have a Working Scientifically objective (procedural knowledge) and a separate declarative knowledge objective which is made up of statements the pupils will know by the end of the lesson.**

**(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt.)**

**The Mysterious Mayans!**

### Music

**Focus:** All the learning is focused around one song from Benjamin Britten's *Friday Afternoons: A New Year Carol*.

### RE

**Focus: What does it mean if a God is holy and loving?**

In this unit children will identify different types of biblical texts, using technical terms accurately. Explain connections between texts and Christian ideas of God. Children will make clear connections between Bible texts studied and what Christians believe about God. Children will also weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

### Art

**Focus:**

**Our focus this term is on drawing and painting. We will be learning how to sketch using different techniques such as hatching and cross-hatching, shading and learning how light reflects from different parts of an object we are drawing.**

**We shall continue to focus on our blending skills, using pencils and paint to create different hues and shades.**

### PE

Gymnastics. The children will build on their balance and coordination skills through the use of various apparatus.

### French

**Focus: Let's Go shopping**

In this Unit, children will learn key vocabulary and phrases appropriate for conversations you would expect to have both in shops and about shopping. This learning will link with their previous learning about French numbers and money.

### PSHE

**Focus:** Our focus this term is Relationships. We shall be exploring who we have different relationships with and how these may change as we gain more independence. We shall have a specific focus on keeping ourselves safe when interacting with others online.