

## Geography

### - Central America: Exploring Mesoamerica

#### National Curriculum Links:

Pupils should be taught to:

- locate the world's countries, using maps to focus on North and South America.
- identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn.
- use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied

#### Learning Outcomes:

Children will be able to:

- locate the countries of North and South America on the world map, using atlases.
- locate the position of lines of latitude, longitude, equator and the tropics of Cancer and Capricorn and explain the significance of them.

## Physical Education

### Attacking & Defending (NUF) and Swimming

#### National Curriculum Links:

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control & balance
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively

#### Problem Solving (NUF)

- Take part in outdoor and adventurous activity challenges both individually and within a team



## Foreign Languages

### - French: Christmas Vocabulary

#### National Curriculum Links:

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations, ask and answer questions.
- speak in sentences using familiar vocabulary
- read carefully and show understanding of words, phrases and simple writing.

#### Learning Outcomes:

Children will be able to:

- use their literacy skills and knowledge of the Christmas story to explore possible translations
- develop their pronunciation by acting out a simple French story.
- write a variety of Christmas themed French vocabulary.
- sing a variety of French Christmas songs.

## Time Travellers: Marvellous Mayans



## Religious Education

### Christianity: Is the Christmas Story True?

#### Learning Outcomes: (Northumberland Agreed Syllabus)

Children will be able to:

- explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.
- identify different sources of the Christmas story.
- understand the Christian belief that Jesus was the Incarnation of God.
- to express an opinion on whether the Christmas Story is true and what this might mean to Christians.

## Art / Design Technology

### - Mayan Masks: The funerary mask of Lord Pakal

#### National Curriculum Links:

Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history.
- to improve their mastery of art and design techniques, including sculpture with a range of materials

Children will be able to:

- explore the mask of Lord Pakal
- investigate other uses for Mayan masks
- use a variety of techniques, including papier mâché to create Mayan masks.

## Computing

### - Creating Adobe Spark Videos



#### National Curriculum Links:

Pupils should be taught to:

- use technology safely, respectfully and responsibly.
- select, use and combine a variety of software that accomplish given goals, presenting data and information.

#### Learning Outcomes:

Children will be able to:

- be able to select the appropriate template for their presentation.
- be able to insert video and pictures and format the position and size.
- insert text and format the font, size and position.
- reorder slider to improve the flow of their presentation.
- record a narration onto their presentation.
- select music or upload music.
- preview their presentation and share.

## Outdoor Learning Opportunities

#### History:

Use outdoor materials to create a Mesoamerican pyramid.

#### English/History

Create a drama piece entitled Life as a Mayan.

## History

### Mayan Civilisation: Conquest of the Aztecs

#### National Curriculum Links:

Pupils should be taught about:

- a non- European society that provides contrasts with British history – Mayan civilization.

#### Learning outcomes:

Children will:

- find out about the Spanish conquistadors and their expeditions in Mesoamerica.
- learn about how artefacts can help us find out about the Mayan civilisation.
- order events chronologically.
- learn about different groups of people in the Mayan society.
- learn about what the Mayans believed and how this affected their daily lives.
- explore some of the Mayan gods and what they demanded from the Mayan people, as well as learning about the role of the priest and their beliefs about the afterlife.
- use a variety of sources to find out about everyday life of the Mayan people.
- explore Mayan writing and calendars.
- consider reasons for the decline of the Mayan civilisation.

P4C: Who 'owns' artefacts from the past?

## Music

### - Charanga: Classroom Jazz

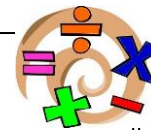


#### National Curriculum Links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes
- listen with attention to detail and recall sounds
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

## Maths



#### National Curriculum Links:

Year 5 - Multiplication, division, perimeter and area (White Rose)

Pupils should be taught to:

- 4NF-1 Recall multiplication and division facts up to  $12 \times 12$ , and recognise products in multiplication tables as multiples of the corresponding number.
- 4NF-2 Solve division problems, with two-digit dividends and one-digit divisors that involve remainders, and interpret remainders appropriately according to the context.
- 4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.
- 4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.
- 4MD-3 Understand and apply the distributive property of multiplication
- 3NF-1 Fluently add and subtract within and across 10
- 3NF -2 Recall of multiplication tables
- 3NF - 3 Scaling number facts by 10
- 3AS - 1 Calculate complements to 100
- 3AS - 2 Columnar addition and subtraction
- 3AS - 3 Manipulate the additive relationship
- Multiply and divide numbers mentally drawing upon known facts.
- Multiply and divide whole numbers by 10, 100 and 1000.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Recognise and use square numbers and cube numbers and the notation for squared ( $^2$ ) / cubed ( $^3$ )
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Know and use the vocabulary of prime numbers, prime factors and composite (non -prime) numbers.

## Maths

#### National Curriculum Links:

Year 6 - Fractions and Decimals

- Geometry (Position and Direction)

Pupils should be taught to:

- 5F-1 Find non-unit fractions of quantities
- 5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.
- 5F-3 Recall decimal fraction equivalents
- Use common factors to simplify fractions.
- Compare and order fractions  $> 1$
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form.
- Divide proper fractions by whole numbers.
- Associate a fraction with division and calculate decimal fraction equivalents.
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000, giving numbers tip to three decimal places.
- Multiply one-digit numbers with up to two decimal places by whole numbers.
- Solve problems which require answers to be rounded to a specified degree of accuracy
- Recall and sue equivalences between fractions, decimals and percentages.
- Describe positions on the full coordinate grid.
- Draw and translate simple shapes on the coordinate plane and reflect them in the axes.

#### Year 5 (continued...)

- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- Calculate and compare the area of rectangles (including squares), and including using standard units,  $\text{cm}^2$ ,  $\text{m}^2$  estimate the area of irregular shapes

## English

- Instructions and Explanations - Ancient Sports Academy
- Classic poems - The Tyger by William Blake (Rowan and Larch)
- Picture books - Rain Player by David Wisniewski

### National Curriculum Links:

#### Pupils should be taught to:

- Continuing to read and discuss an increasingly wide range of genres.
- Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books and text types
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Learning a wider range of poetry by heart.
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Explain and discuss their understanding of what they have read
- Retrieve and record information from fiction and non-fiction books
- provide reasoned justifications for their views
- Use further prefixes and suffixes and understand the guidance for adding them
- Use dictionaries to check the spelling and meaning of words
- Distinguish between statements of fact and opinion
- Participate in discussions, presentations, performances, roleplay/improvisations and debates
- Speak audibly and fluently with an increasing command of Standard English
- Identify the audience for and purpose of a piece of writing
- Plan, draft, write, evaluate and edit their written work
- Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Increase the legibility, consistency and quality of their handwriting
- Proof read for spelling and punctuation errors

#### English recovery

##### Year 5

- Use and understand grammatical terminology from Years 3 and 4.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

##### Year 6

- Use and understand grammatical terminology from Years 3, 4 and 5.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

## Mastery Maths

History - Order events from the Mayan civilisation

Pupil Parliament- Interpret and analyse data to support opinions.

## Mastery English

Pupil Parliament - Prepare a point and take part in a debate through listening and responding to other's opinions.

History - Write a tourist information leaflet about Chichen Itza.

## Pupil Parliament - COP26-Climate change

### P4C: Why does climate change happen?

#### Learning Outcomes:

Children will be able to:

- Discuss what climate change is
- Say what COP26 is and why it is important
- Identify who is most affected by climate change
- Distinguish between facts and opinions about climate change
- Take part in a debate about climate change sharing and listening to each other's opinions.

## PSHE

### Jigsaw: Celebrating Differences

Pupils should be taught to:

- develop an awareness of their own culture.
- understand that cultural differences sometimes cause conflict.
- understand what racism is.
- explain the difference between direct and indirect types of bullying.
- make comparisons between their life and people in the developing world.
- understand the importance of respecting their own and other people's cultures.
- discuss the value of happiness regardless of material wealth.