



**SACRED HEART THEMATIC PLAN - YEAR GROUP 5 - TERM PENTECOST**



| BREADTH<br>MAYANS – TEMPLES, CALENDARS AND CHOCOLATE                                                                                                                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| SUBJECT                                                                                                                                                                                                                                                                                                    | THRESHOLD CONCEPT                                                                                                                                                           | COVERAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ASSESSMENT TARGETS<br>YOUR CHILD WILL BE ABLE TO...                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| HISTORY                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Chronology</li> <li>Historical people and events</li> <li>Historical sources and evidence</li> <li>Historical connections</li> </ul> | During this topic we will be learning about the ancient civilisation of the Mayans. Understanding chronology in relation to other historical events. Use historical sources to assess what life would have been like. Looking at how the Maya people impacted future civilisations. Investigating the Maya number system.                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Use words and phrases associated with Maya.</li> <li>Recognise how life now is both similar and different compared to during the Maya civilisation.</li> <li>Recognise changes and effects over a timeline.</li> <li>Explain how the Mayan civilisation impacted the world.</li> <li>Ask and answer questions about Mayans.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| GEOGRAPHY                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Human and physical geography</li> <li>Geographical connections</li> </ul>                              | In Geography, we will be investigating rainforests, focusing primarily on the Amazon rainforest.<br>We will be looking at human and physical geographical features as well as how the weather affects their success. Use maps to identify rivers and locations.                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Identify locations of countries on a map.</li> <li>Describe the human and physical geography of locations associated with rainforest.</li> <li>Make connections between human geographical changes.</li> <li>Compare locations.</li> </ul>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| DESIGN AND TECHNOLOGY                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Design</li> <li>Make</li> <li>Evaluate</li> <li>Technical knowledge</li> </ul>                                                       | In Design and Technology, we will be cooking with chocolate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Research flavours and textures.</li> <li>Make own designed recipes.</li> <li>Evaluate your own recipes.</li> </ul>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| ART                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Famous Artists</li> <li>Artistic skills</li> </ul>                                                                                   | Art : use clay to create Maya masks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Research mask usage and investigate using clay to make a mask</li> <li>Create a mask in the Maya style</li> </ul>                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| MUSIC                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Musical performance</li> <li>Musical skills</li> <li>Aural appreciation and evaluation.</li> </ul>                                   | In Music, we will be developing our musical skills and experience of playing brass instruments.<br>Learning and singing songs as part of play.                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Learn to read music and respond to dynamics.</li> <li>Play and perform in a group.</li> <li>Evaluate performance and compose within a group.</li> </ul>                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| R.E.                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                             | ENGLISH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | MATHS                                                                                                                                                                                                                                                                                                                                                                         | SCIENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Transformation</b> – showing how we have an attitude of service in the way that we behave.</p> <p><b>Freedom &amp; responsibility</b> –. exploring how relationships and friendships allow us to work and live together.</p> <p><b>Stewardship</b> – understanding what we can do to help others</p> |                                                                                                                                                                             | <p>Year 5 spellings. Using resources to support spelling. Editing own work.</p> <p>Revision of grammatical terminology such as different word classes, verb forms. Accurate use of punctuation to include commas, speech marks, semi colon, colons and brackets.</p> <p>Understanding the format and structure required for different types of writing; to include diary entries, playscripts, instructions, letters, poetry, narrative &amp; newspaper reports.</p> <p>Evaluate and discuss their reading comprehension, make predictions and interpret.</p> | <ul style="list-style-type: none"> <li>Place value</li> <li>Fractions, percentage and decimals</li> <li>Solve time problems</li> <li>Solving multistep problems using addition and subtraction</li> <li>Squared and cubed numbers</li> <li>Imperial and metric units of measure</li> <li>Geometry – angles</li> </ul> <p>Consolidate and assess ready for Y6</p>              | <p><b>Working scientifically:</b></p> <p>Recording data</p> <p>Identifying scientific evidence</p> <ul style="list-style-type: none"> <li>Materials</li> </ul> <p>Compare and group materials based on their properties; know that some materials dissolve; describe how to recover a substance from a solution; use knowledge of solids, liquids and gases to decide how substances might be separated; give reasons for material usage; describe reversible and irreversible changes.</p> |
| P.E.                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                             | PSED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | COMPUTING                                                                                                                                                                                                                                                                                                                                                                     | MFL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Sports coach                                                                                                                                                                                                                                                                                               |                                                                                                                                                                             | TBC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spreadsheets, word processing, data bases                                                                                                                                                                                                                                                                                                                                     | Describing ourselves and others                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

