

Art – Painting

Children will:

Design and create Aztec head dresses.

Drawing/painting Skills:

- Develop painting from observational drawing
- Try out different media, materials and mix appropriate colours
- Create imaginative from a variety of work/sources e.g. observational drawing, theme (Aztecs), poetry, music etc.
- Experiment with wet media to make different marks, lines, patterns, textures and shapes.
- Mix match colours to light effects/atmosphere
- Identify work with complementary and contrasting colours
- Use collage as a means of extending work from initial ideas

Vocabulary: observational, lines, marks, form, shape, tone, texture, colour, media, scale, specific colour names, collage

Linked Artists: Paul Klee (for colours), Aztec art/artefacts

PSHE – Living in the wider world

- Belonging to a community- Protecting the environment; compassion towards others.

Vocabulary- Belonging, community, protect, environment, compassion, effect, individual, community, environment, importance, protection, actions, damage, support, compassion, animals, living things, express, views, opinions, responsibility.

- Media literacy and digital resilience- How information online is targeted; different media types, their role and impact.

Vocabulary- Media literacy, resilience, information, online, target, types, role, impact, purposes, entertain, inform, persuade, advertise, strategies, assess, content, research, news, reviews, blogs, fact, opinion, biased, true, stereotypes, promotion, reliable, unsafe, suspicious, content, share.

- Money and work- Identifying job interests and aspirations; what influences career choices; workplace stereotypes.

Vocabulary- Money, work, jobs, employment, interests, aspirations, influences, career, choices, workplace, stereotypes, future, roles, ambition, decisions, strengths, qualities, family, values, opportunities, diversity, inclusion, impact, challenges, variety, college, apprenticeships, university, training, education.

MTP's Year 5 Spring Term

Science

Children will learn:

Changes of materials-reversible changes

- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Changes that form new materials-irreversible changes
- 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.

Skills/working scientifically:

- Observing and comparing changes that take place, for example when burning different materials, baking bread or cakes.
- Researching and discussing how chemical changes have an impact on our lives, for example cooking and discuss (research) the creative use of new materials such as polymers, super-sticky and super-thin materials.

Vocabulary: hardness, transparency, conductivity (electrical, thermal), solubility, solution dissolve, filter, sieve, reversible, irreversible

Human Life Cycles

- Describe the changes as humans develop to old age
 - Learn about the changes experienced in puberty
- Skills:

- Research the gestation periods of other animals and compare them with humans
- Find out and record the length and mass of a baby as it grows.

Vocabulary: animals including humans womb, foetus, embryo, gestation, baby, toddler, teenager, elderly growth, development, puberty

Scientist Study – Alice Ball – Chemist

DT – food/structures

Children will learn:

Design, create and evaluate a chocolate product and packaging

Design Process Skills:

- To collect visual and other information to help develop ideas
- To develop understanding of materials and processes
- To generate ideas for products
- To record from observation and explore ideas for different purposes, creating designs for a food product for a special occasion.
- To develop and annotate ideas in persona journals
- To compare ideas and to evaluate a final product
- To select appropriate tools and techniques for making the product
- To use a range of materials
- To explore the sensory qualities of the materials
- To create and construct the chocolate packaging for a special occasion
- To make chocolate bar sample prototypes and a final product.

Food/sheet material skills:

- Food – Prepare food products taking into account the properties of ingredients and sensory qualities. Select and prepare foods for a particular purpose. Work safely and hygienically showing an awareness of a healthy diet. Use a range of cooking techniques. Know where and how ingredients are grown and processed.
- Sheet Materials – cut slots, cut accurately and safely to a marked line

Computing

Children will follow the Purple Mash scheme of work databases, game creator topics and word processing with word.

Skills:

- To search for information on a database.
- To use and database software to design and create content that accomplish given goals, including collecting, analysing, evaluating data and information.
- To create a game for a given audience and purpose.
- To evaluate their own work.

Online Safety – Online Safety – Online Reputation, Online Bullying, Managing Online Information (Educated for a Connected World – see progression within document) column 6

Vocab – Online Reputation, digital footprint, judgement block, report, search engine, reliability, influence, mis/dis-information, hoax

Vocabulary: Binary tree, database, find, sort, group, arrange, animation, customise, screenshot, interactive, copyright, document, font, words processing tool.

MFL

Children will learn:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing

More able:

- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Presenting myself (i)

Family (i)

The Weather (i)

Habitats or Romans (I)

MTP's Year 5 Spring Term

History

Children will:

- Pre-teach vocabulary
- Be able to place the Aztec Civilisation on a chronological framework and make connections to the history previously studied

Use an artefact led enquiry to:

- ask and answer enquiry questions and to record relevant information
- find out about the social, cultural and religious beliefs of Aztec society
- find out about everyday life in Aztec civilisation
- identify significant places in Aztec society
- find out about reasons for rise and fall of the Aztec civilisation
- note significant places and individuals in the Aztec history
- consider aspects of wars and warfare in Aztec civilisation
- understand the overall achievements in relation to the Aztec civilisation

Skills:

Chronology

Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time

Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc.

Communication

Describe and explain significant aspects of non-European societies

Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.

Discuss and debate historical issues acknowledging contrasting evidence and opinions

Enquiry, Interpretation and Using Sources

Describe the results of historical events, situations and changes eg the impact on lives

Vocabulary: **civilisation**, connections, religious, cultural, social, rise and fall, significant individual, significant place, impact, explorer, conquer, bias, reliability, artefact

Geography

Children will explore the key questions:

- Can we list and locate the countries of North and South America?
- What are the major cities within each of the countries of South America?
- Can we identify more than one geographical region and identify their main human and physical characteristics?
- Can we identify the major lines of latitude that pass through the continent?
- To locate and research where the Aztec civilisation originated
- To describe the physical features of areas in Mexico
- To locate North and South America
- To ask geographical questions relating to the area studied
- To use maps and plans at a range of scales
- To use secondary sources accurately
- To draw plans and maps at a range of scales

Skills:

Mapping

- Relate different maps to each other and to aerial photos

Enquiry and Investigation

- Ask and answer questions that are more causal eg Why is this happening in this place?
- Make predictions and test simple hypotheses about people and places

Use of ICT/technology

- Use appropriate search facilities when locating places on digital/online maps and websites
- Use wider range of labels, linear and area measuring tools on digital maps

Vocabulary: **North America** - names of the countries, **South America** - names of the countries and major cities, **continent**, **Equator**, **Tropic of Cancer**, Chihuahuan Desert, **biome**, Lancandon Jungle

Music

Children will learn to:

- Manipulate the structure of a song.
- Compose rhythmic beats using notation
- Explore pitch
- Design and create straw Pan Pipes
- Explain how pitch changes
- Explore sound proofing
- Analyse classical music - In the Hall of the Mountain King
- Understand the role of Musical Structure
- Identify orchestral families and their purpose in musical composition.
- Understanding musical History. The foundations of music from the beginning of time to the present day
- Begin to manipulate ideas with musical structures
- Exploring sound. Composing music for a range of purposes
- Compose rhythm on untuned instruments

Skills: manipulation, composition, design, creativity, musical analysis, performance, inner pulse, being open to a variety of genres, confidence.

Vocabulary: foundations of music, musical analysis, pulse, genres, structure, sound proof, manipulation, structure, composition, notation