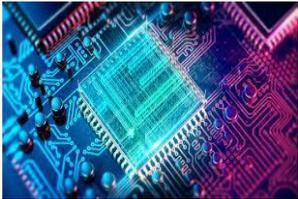


<p>What if the Mayans never existed?</p> 		<p>Derry Hill C of E Primary School</p>	<p>Year 5: Term 3: Spring 2026</p>
<p>National Curriculum Subject</p>	<p>Key vocabulary</p>	<p>Skills & Knowledge</p>	<p>Learning intent and implementation</p>
<p>History</p> <p>Key Question: What if the Mayans never existed?</p> 	<p>Chronological Era Period Civilisation Pok-a-tok Sacrifice Central America Architecture</p>	<p>Skills</p> <p>Children will be able to use a timeline in order to see how the civilisation compares to other topics they have learnt in history.</p> <p>Children will be able to identify accurate and reliable resources to use during their research.</p> <p>Knowledge</p> <p>Mayan civilisation co-existed with that of the Roman invasion of Britain and the Anglo-Saxons.</p>	<p>L.I: to compare the Maya timeline with that of UK historical periods</p> <p>Look at previous periods in history we have studied, and create a large class timeline with the dates of both the Mayan periods and the British history within them.</p> <p>L.I; To understand the importance of the calendar to the Maya People</p> <p>Children will look at how the Mayan calendar functioned and how it compares to our calendar in the modern day.</p> <p>L.I: to understand and explain what the Mayan gods represented</p> <p>Children will look at the Mayan gods and how they were used within their culture. How similar is this to the way we worship God in the common era.</p> <p>L.I: to understand where the Mayans settled and their journey.</p> <p>Children will use maps and other mediums to locate the Mayans on both an ancient map and a CE map.</p> <p>L.I: Mayan writing</p>

			<p>Children will look at the Mayan language and how it has influenced the modern day.,</p> <p>L.I; exploration and discovery</p> <p>Children will identify at least three sources of information about the Maya. The children will examine a historical picture and decipher what bit tells them about Mayan history.</p>
<p style="text-align: center;">Science Changes of Materials</p> 	<p>material, change, compare, contrast, solid, liquid, gas, change of state, dissolve, melt, reversible, non-reversible, mixture, powder, particle, tablet, bubbles, carbon dioxide</p>	<p>Knowledge</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.</p> <p>Skills</p> <p>Working scientifically, children observe and compare changes that take place over time in a variety of different contexts</p>	<p>L.I: use evaporation to recover the solute from a solution</p> <p><i>Describe how evaporation can be used to get the salt back from salty water.</i></p> <p><i>Use the results of an evaporation experiment to explain which mystery liquid is a solution.</i></p> <p><i>Suggest a method to recover the water from a salt water solution and explain why this method works.</i></p> <p>L.I: recognise and describe reversible changes</p> <p><i>Identify methods for reversing a physical change.</i></p> <p><i>Describe how the method used to reverse a physical change works.</i></p> <p><i>Evaluate the strengths and weaknesses of the method chosen and suggest improvements.</i></p> <p>L.I: observe chemical reactions and describe how we know new materials are made</p> <p><i>Name some irreversible changes.</i></p> <p><i>Use observations to describe how you can tell an irreversible change has taken place.</i></p> <p><i>Explain why the change is irreversible and what new products have been made.</i></p>

		<p>Children plan and carry out fair tests to investigate more systematically non-reversible changes that they observe.</p> <p>They can use a variety of ways to report and present their findings to an audience.</p>	<p>L.I: investigate rusting reactions</p> <p><i>Identify rusting as an irreversible change. Plan an experiment to investigate rusting and include how to make it a fair test. Explain why rusting is an irreversible change, why it is a problem and how to prevent it.</i></p> <p>L.I; investigate burning reactions</p> <p><i>Identify the 3 factors a fire needs to burn. Describe and explain different methods for extinguishing a fire. Apply knowledge of the fire triangle to alternative extinguishing methods.</i></p> <p>LI: Investigate chemical reactions: acids and bicarbonate of soda</p> <p><i>Predict the best substances used to make the fizzy rocket. Use experiment results to test a prediction and write a conclusion to show the best substances to make a fizzy rocket. Use measuring equipment to suggest ways to improve the accuracy of the observations made in the experiment.</i></p>
<p>Design and Technology</p> 	<p>Cacao plant Cocoa beans Xocolatl Bitter Sweet Taste test Texture Design</p>	<p>Skills</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Knowledge</p> <p>Understand and apply the principles of a healthy and varied diet</p>	<p>L.I: explore how the taste of chocolate can be influenced by the amount of cocoa</p> <p>This lesson introduces the students to different flavours and lays a basis for Lessons 2 & 3. The students will get to expand their palate and learn about chocolate in detail. The children will blind taste test different chocolate and compare them after a short introduction to the Maya.</p> <p>L.I: understand how descriptions are used to market products to the public.</p>

		<p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>This lesson introduces the students to the idea of descriptive writing using a selection of ingredients and adjectives to create metaphors for the relationships that they share with their families or their friends.</p> <p>L.I: create a new recipe for a limited edition hot chocolate flavour to be marked and sold by a fictitious company</p> <p>Introduce the students to entrepreneurship and using creativity to create new and innovative products that could be sold in a marketplace. They will create their own recipe keeping track of the budget and cost in order to make a profit on their goods.</p>
<p>Computing <i>Data Handling</i></p> 	<p>Spreadsheet Cell Formula Database Record Field Sort</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Know how to select and use non-adjacent cells plus resize multiple cell widths and copy/paste cells. - Know how to find data and create a spreadsheet to suit it. - Know how to use formulae to find totals, averages and maximum/minimum numbers. - Know how to search a database for specific information. 	<p>Spreadsheets have a huge variety of uses: from completing quick calculations, helping to create budgets, organising data efficiently and effectively to producing tables, graphs and charts, the skills learnt in this activity pack will help with many areas of our lives. Spreadsheets can be found in many different scenarios: databases for libraries, school registers, budgets in the home...the list is endless! Microsoft Excel is the main spreadsheet software but there is also Google Sheets and Apple Numbers, which are very similar. A database is another way to organise data and we can use search skills to find the specific data we are looking for.</p>

Spanish



el tiempo
está lloviendo
está nevando
está nublado
hace buen tiempo
hace mal tiempo
hace calor
hace frío
hace sol
hace viento
¿Qué tiempo hace hoy?
el norte
el este
el sur
el oeste

Key Knowledge:

- **Phonics:**
- *To know:*
- *How to identify sounds created by linking some of the key phonemes: ia, ie, io, ue.*
- **Grammar**
- *To know:*
- *That a few adjectives can be positioned in front of the noun in Spanish, e.g. bueno – un buen día, malo – hace mal tiempo.*
- *That está is another way of saying 'it is' and is used to describe position.*
- *That compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning.*

Key Skills:

- **. Language comprehension**
- *Listening and responding to full sentences. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar Spanish words when written in a short phrase. Identifying and*

Lesson 1: weather words

- Name and identify different types of weather in Spanish

Lesson 2: what's the weather like?

- To ask and answer questions about the weather

Lesson 3: compass points

- Read and interpret a text about the weather

Lesson 4: weather forecast

- Follow a spoken and written passage about the weather

Lesson 5: que tiempo hace hoy?

- Compose a weather forecast script

Lesson 6: Spanish weather presenters

- Perform a weather forecast in Spanish

		<p><i>discussing cognates and beginning to explore various language detective strategies. Using contextual clues and cues to gist and make predictions about meanings.</i></p> <ul style="list-style-type: none"> - Language production - <i>Using a variety of conversational phrases. Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Using a model to form a spoken sentence. Beginning to adapt phrases from a rhyme/song. Recognising that sounds and spelling patterns can be different from English. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play. Selecting and writing short words and phrases.</i> 	
<p align="center">PSHE <i>Sharing and collaboration</i></p>	<p>Teamwork Collaboration Community Roles Cooperate fairness</p>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> - <i>There are many situations where teamwork is important</i> - <i>There are many different roles within a community</i> 	<p>Throughout the term we will explore and discuss the importance of teamwork and collaboration. We will link this to our wider community and consider the various roles people have to play within society.</p>

communities and the people within them are diverse, changing and interconnected

Key Skills:

- *Work co-operatively, showing fairness and consideration to others*
- *Work independently and in groups, taking on different roles and collaborating towards common goals*
- *Recognise that positive friendships and relationships can promote health and wellbeing*

Music

Latin American Music



Key Skills:

I can learn to sing a Mayan Peace song and accompany this with actions and rhythms.

I can compare three different pieces of Latin American music and identify similarities and differences using musical vocabulary.

I can respond to Bernstein's 'Mambo' from 'West Side Story' through images, showing what I think the music describes.

I can identify syncopated rhythms and describe what these are.

I can learn to play a range of syncopated rhythms from 'Mambo' on pitched and unpitched percussion.

I can work with my class or group to combine rhythmic patterns into a piece of Latin American music.

Lesson 1:

Learning Intents:

- I can start to learn and join in with the 'Mayan Peace Song'.
- I can explain the meaning of some key musical terms: tempo, beat, rhythm, accompaniment, vocals.
- I can compare three pieces of Latin American music and identify the similar characteristics between them.
- I can express a preference for a piece of music and explain it.

Lesson 2:

Learning Intents:

- I can learn to sing a Mayan Peace Song and accompany this with actions and rhythms.
- I can respond to Bernstein's 'Mambo' from 'West Side Story' through images, showing what I think the music describes.
- I can identify common Latin American characteristics in the music and describe it using key musical vocabulary.

I can reflect on my own music and that of others and suggest improvements.

Lesson 3:

Learning Intents:

- I can explain what a conductor's role is in an orchestra.
- I learn what a syncopated rhythm is and am able to beat a pulse with the emphasis on the weaker beat in a bar.
- I can maintain a pulse and add rhythms as a group by playing my instrument on my nominated beat of a bar.
- I can work with my group to change dynamics and tempo with our rhythms.

Lesson 4:

Learning Intents:

- I can maintain a steady pulse whilst playing a syncopated rhythm on a percussion instrument in unison with others.
- I can play my rhythm in time whilst other people play different rhythms.
- I can make decisions with my group about how to combine rhythms.

Lesson 5:

Learning Intents:

- I can add pitch to syncopated rhythm from 'Mambo' and combine this with our rhythms from last week.
- I can work with my class or group to combine the rhythmic patterns into a piece of Latin American music.
- I can reflect on my own music and that of others and suggest improvements.

Lesson 6:

Learning Intents:

- I can learn to sing the song 'America' from West Side Story.
- I can identify Latin American characteristics in the music.

RE
Christianity
Incarnation



Messiah
Incarnation
Judaism
Christianity
Old Testament
New Testament
Bible
Gospel
Saviour

Key Knowledge:

The Jewish people were exiled from their promised land. Jewish people believed God would send a 'Messiah' to rescue them from their oppressors. Some Jews believed that Jesus was the promised Messiah. Christians believe that Jesus was an incarnation of God.

Key Skills:

Use bible passages to find evidence to support beliefs. Consider different viewpoints.

LI: understand the role of the 'Messiah'

We will explore the Jewish exile to Babylon around the time of Christ and think about the changeover to the New Testament. We will consider what a Messiah is and the question 'what kind of saviour?'

LI: describe the Messiah

We will use prophecies and expectations the Jewish community had for the Messiah and use these to create wanted posters.

LI: explore evidence that Jesus was the Messiah

We will investigate evidence from Matthew's gospel that supports the belief that Jesus was the Messiah. We will also consider that most Jewish people then and now did not believe Jesus to be their saviour.

LI: write a report about the Messiah

The children will consider the different viewpoints and evidence to write a newspaper report about Jesus being the Messiah.

LI: consider how Christians celebrate the arrival of the Messiah

We will consider the different things Christians do to remember and celebrate the arrival of Jesus and remember that Christians believe Jesus to be God in the flesh.

LI: Was Jesus the Messiah?

We will recap our areas of learning and discuss and answer questions such as; was Jesus the Messiah? Why might people think the world needs a saviour? If God sent a messenger today, what would they say?