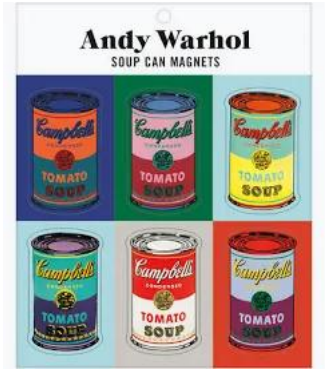
What if the Mayans never existed? 		Derry Hill C of E Primary School	Year 5: Term 2: Autumn 2026
National Curriculum Subject	**Key vocabulary**	**Skills & Knowledge**	**Learning intent and implementation**
History **Key Question:** What if the Mayans never existed? 	Chronological Era Period Civilisation Pok-a-tok Sacrifice Central America Architecture	**Skills** Children will be able to use a timeline in order to see how the civilisation compares to other topics they have learnt in history. Children will be able to identify accurate and reliable resources to use during their research. **Knowledge** Mayan civilisation co-existed with that of the Roman invasion of Britain and the Anglo-Saxons.	**L.I: to compare the Maya timeline with that of UK historical periods** 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. **L.I; To understand the importance of the calendar to the Maya People** Children will look at how the Mayan calendar functioned and how it compares to our calendar in the modern day. **L.I: to understand and explain what the Mayan gods represented** 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. **L.I: to understand where the Mayans settled and their journey.** Children will use maps and other mediums to locate the Mayans on both an ancient map and a CE map. **L.I: Mayan writing** Children will look at the Mayan language and how it has influenced the modern day., **L.I; exploration and discovery** 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.

Science **Properties of Materials** 	Conductive Magnetic Thermal Conduction Hardness Force Dissolve Solute Solvent Substance Filtering evaporation	**Key skills** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat. Be able to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Taking measurements, using a range of scientific equipment, with increasing accuracy and precision and taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs **Key knowledge**	Lesson 1 **L.I: Explore properties of materials** We will discuss the properties of common materials and their uses. The children will be able to draw on their knowledge of materials (Year 2), magnets (Year 3) and electricity (Year 4) to plan an investigation that tests whether materials are electrical conductors, transparent, strong thermal conductors or magnetic. Lesson 2 **L.I: explore thermal conductors and insulators** We will learn about thermal conduction and thermal insulation. The children will use this information to carry out an investigation which tests the thermal conductivity of different materials. Lesson 3 **L.I: Explore the hardness of materials** The children will look at hard materials and have the opportunity to think about their uses in everyday life. They will be introduced to some of the hardest materials that are known - diamonds, iron and stone. Lesson 4 **L:I: Discover materials that are soluble in water** The children will discover that when a solute dissolves in a solvent to create a solution, its particles spread out so that they can no longer be seen. They will investigate whether a range of materials will dissolve in water. Lesson 5 **L.I: investigate the solubility of different materials** The children will learn that the solubility of substances can be manipulated. They will also learn about the saturation points of solutions, which will prepare them for an investigation. Lesson 6 **L.I: Explore how materials can be separated by filtering, sieving, evaporating or magnets** The children will explore different methods for separating mixtures - picking out by hand, sieving, filtering and using a magnet. They will need to draw on their knowledge of solids, liquids and gases to consider how they will separate 5 different mixtures or solutions

		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 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 Materials are the substances that make up everything around us, from the clothes we wear to the buildings we live in. Understanding the properties of materials is essential for scientists and engineers to design new materials and develop new technologies.	
Art 	Pop Art Andy Warhol repetition flat colour bold contrast outline design brief pattern evaluate	**Skill**s Observing & analysing – identifying features of Warhol's Pop Art style and existing wrappers Drawing & outlining – creating clear, bold, simple shapes and lettering Using colour effectively – applying flat solid colour, choosing bright/contrasting palettes	Lesson 1: What Is Pop Art? Who Is Andy Warhol? Lesson 2: Chocolate Bar Research & Design Brief Lesson 3: Developing Pop Art Skills – Colour & Repetition Lesson 4: Final Design – Planning & Drafting Lesson 5: Making – Creating the Wrapper Lesson 6: Evaluation & Pop Art Exhibition

		Creating repetition & pattern – arranging images in repeating grids, symmetrical layouts Composition & layout – planning where text, images and patterns sit on the wrapper Tracing & transferring – copying designs neatly from draft to final card **Knowledge** How to create a repeating pattern like Warhol's grid-style art How to move from idea → brainstorm → draft → finished piece How to give and receive constructive feedback How to evaluate work against clear success criteria Safety and correct use of tools: scissors, rulers, art materials	
Computing **Online Safety**	Digital footprint Content Sharing Private information Cyber bullying Trust report	**Key skills** Understand how to keep personal information private. Check online content is trustworthy. **Key knowledge** Respect and protect against online bullies. Understand the consequences of	Lesson 1 **L.I: explore online profiles** In this lesson the children will look at what information they are putting online and how to ensure they are safe when doing so. Lesson 2 **L.I: meeting somebody online** We go through the pitfalls and potential dangers of meeting people online and how to stay safe on a variety of different platforms. Lesson 3 **L.I: Can we trust the internet** We look at how to find reliable sources on the internet.

		sharing photo/videos online. Understand the term ***digital footprint.*** Understand how, where and who can we report concerns we have to. Understand the pitfalls of in-app purchases. Understand how and why companies/people track our online behaviour and how we can prevent it. (Data Defenders **activity)**	Lesson 4 **L.I: what are in-app purchases and digital passports** In this lesson we look at how to keep our money safe online. We also explore the idea of children's digital passports and how we appear online. Lesson 5 **L.I: what are data trackers** Learn how companies/people track our online behaviour and what they do with our personal data. Work through the **Data Detectives activities**, which is a matching game but also helps us understand what we can do to protect our personal data.
Spanish 	los ojos el pelo corto largo liso ondulado rizado una barba un bigote una boca una ceja una nariz una oreja Lleva gafas	***Key Knowledge:*** ***Grammar*** *To know that the ending of an adjective often changes according to the gender and number of the noun it describes.* *To know that a statement can be made into a question simply by changing your intonation and punctuation, e.g. ¿Tiene ojos azules? ¿Es Ana?* ***Cultural awareness*** *To know about the Cubist movement and key Cubist artists in Spain.* ***Key Skills:*** *Forming a question in order to ask for information.* *Speaking in full sentences using known vocabulary.*	**Lesson 1: Portrait puzzles** To use language detective skills to interpret meaning. **Lesson 2: ¿Quién es?** To describe a person's eyes and hair. **Lesson 3: Cubism** To translate portrait descriptions. **Lesson 4: Describing plural nouns** To describe plural nouns. **Lesson 5: Portrait dictation** To describe portraits orally. **Lesson 6: Describing portraits** To compose a written description of a portrait.

		Using intonation and gestures to differentiate between statements and questions. *Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.* *Using adapted phrases to describe an object or person.* *Using adjectives with correct placement and agreement.*	
PSHE *Being Responsible & Anger*  	Considerate Inconsiderate Displeasure Hostility Annoyance	**<u>Key Knowledge:</u>** • *recognise why we should take action when someone is being unkind* • *describe caring and considerate behaviour, including the importance of looking out for others* • *demonstrate why it is important to behave in an appropriate and responsible way* • *identify how making some choices can impact others' lives in a negative way* **<u>Key Skills:</u>** • *listen to and observe a range of views from adults and children about what it means to act responsibly in different situations*	**Being Responsible:** In Year 5, children further develop their understanding of what it means to act responsibly towards others by exploring how their choices and behaviours can affect the people around them. They learn to recognise when someone is being treated unkindly and consider why it is important to show care and take action. Through discussion and shared activities, pupils reflect on the views of adults and children beyond the school setting to build on their understanding of responsible behaviour and positive relationships. **Anger:** In Year 5, children further develop their understanding of feelings and emotions by exploring how anger can be triggered and how it may affect thoughts, behaviour and physical reactions. They consider how anger can influence actions and

		• *identify key ideas and strategies shared by others that help people make responsible choices and support those around them* • *reflect on and build their own understanding of responsibility using information gathered from discussions and observations* • *share their ideas and learning with peers, contributing thoughtfully to discussions about acting responsibly and supporting others*	relationships and learn to evaluate helpful and unhelpful responses. Pupils practise strategies that support positive ways of managing strong emotions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to build their understanding.
Music *Latin American Music* 	• beat • melody • accompaniment • lyrics • vocals • tempo • dynamics • rhythm • conductor • syncopation • pitched and unpitched percussion • musical	***Key Skills:*** *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' and 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.* *I can reflect on my own music and that of others and suggest improvements.*	**Lesson 1:** **Learning Intents:** • 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 respond to Bernstein's 'Mambo' from 'West Side Story' and identify common Latin American characteristics in the music and describe it using key musical vocabulary. **Lesson 2:** **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 3: **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 add pitch to syncopated rhythm from 'Mambo' and combine this with our rhythms from last week. **Lesson 4:** **Learning Intents:** • 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. **Lessons 5 and 6:** These lessons will be used to develop our singing for the school carol service and gain confidence in singing in unison with others.
RE **Is there Life After Death?** **Christianity and Humanism** 	body soul life death afterlife Heaven Hell reincarnation evidence death tomb Resurrection Saviour legacy purpose meaning funeral memories	**<u>Key Knowledge:</u>** *Christians, along with most other religions believe that our souls live on after we die. The belief that we can go to Heaven and be with God gives Christians hope and purpose for their lives.* *Humanists do not believe in an Afterlife and focus on living the best life possible in the here and now. They want to create a positive legacy and to live on in people's memories and this affects how they live.* **<u>Key Skills:</u>** *Consider different viewpoints.*	**LI: recognise that people have different views about what happens after death.** We will explore a range of views about what happens when we die and discuss what we think. We will create a Question Wall showing things we want to know about this topic. **LI: explore how the Bible account of Easter informs Christian beliefs about life after death.** We will recap on the main points from the Easter story and consider how their belief in the resurrection gives Christians hope. **LI: describe a Humanist perspective on death.** We will learn what Humanists believe happens when we die and consider how they find meaning and hope in life.

		Link different viewpoints to the decisions people make and how they live their lives. *Compare ideas respectfully and identify similarities and differences.*	**LI: consider how Humanist and Christian viewpoints on life after death affect decisions they make in life.** The children will consider different scenarios and decide what a Humanist and Christian would do. They compare these and discuss similarities and differences. **LI: consider how Humanist and Christian beliefs help them grieve when someone they love dies.** We will consider how Christians and Humanists say goodbye to someone who has died and discuss how this is linked to their beliefs. **LI: explain the difference between faith, evidence and interpretation when we talk about life after death.** Review learning from the topic and consider how faith and evidence can be used when discussing life after death.