

Maths – Converting Units of Measure/Volume and Capacity/Statistics

- estimate volume (e.g. using 1 cm blocks to build cubes and cuboids) and capacity (e.g. using water)
 - use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.
 - solve problems involving converting between units of time convert between different units of metric measure
 - solve problems involving converting between units of time
 - understand and use equivalences between metric units and common imperial units such as inches, pounds and pints
 - complete, read and interpret information in tables, including timetables
 - solve comparison, sum and difference problems using information presented in a line graph
 - Solve multi-step word problems
- *We will also be applying our knowledge of the curriculum taught so far to improve our reasoning and problem solving skills.*
- *Revision of all units taught in Year 5.*

Computing
USING COMPUTERS
PowerPoint
Spreadsheets

Music
Charanga

MFL
Summer Time
En été

DT

Making Chocolate

- I know where chocolate comes from.
- I know that seasons can affect food available.
- I can say what I like and would improve about existing products.
- I can carry out market research/questionnaires/interviews.
- I can identify the needs of specific groups.
- I can follow step by step instructions.
- I know that time, resources and costs may restrict the manufacturing of a product.
- I can develop a design criteria based on research.
- I can apply a range of finishing techniques.
- I can make a list of tools, equipment and materials.
- I know that a recipe can be adapted by adding and substituting one or more ingredient.
- I can say what my peer or I could improve next time.
- I can say what I like about my products or my peers.

PSHE

- Jigsaw Scheme – Changing Me

PE

Sport – Striking and fielding
Fitness – Fitness frenzy

English

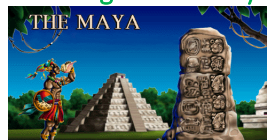
Reading Comprehension – Class Novel – The Great Chocoplot

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- retrieve, record and present information from non-fiction
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Writing - Mayan Folktale and Newspaper Article

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- noting and developing initial ideas, drawing on reading and research where necessary
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a wide range of devices to build cohesion within and across paragraphs

SUMMER TERM 2
The Magnificent Maya



History

The Maya Civilisation

- I know where to place the Ancient Mayan civilisation on a timeline of British and world history, and compare the Maya timeline with that of other historical periods
- I know the Mayas lived in Central America, in an area known as Mesoamerica
- I know the Mayan civilisation lasted over 3,000 Years
- I know we can learn about the Ancient Mayan civilisation from historical sources such as the drawings of Frederick Catherwood, Maya cities and artefacts
- I know the Maya civilization consisted of a large number of city-states
- I know the Maya civilization consisted of a large number of city-states that had their own independent government
- I know Mayan civilisation had a class society
- I know key facts about the Maya daily Life
- I know the Mayas believe in many Gods
- I know they believed in Heaven and an afterlife
- I know the Maya developed one of the most advanced systems of writing and numbers

Science

Properties and changes of materials

- I will compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets).
- I will describe how a material dissolves to form a solution, explain the process of dissolving.
- I will describe and show how to recover a substance from a solution.
- I will demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).
- I will know and demonstrate that some changes are reversible and some are not.
- I will explain how some changes result in the formation of a new material and that this is usually irreversible.
- I will discuss reversible and irreversible changes.
- I will give evidenced reasons why materials should be used for specific purposes.

RE

What does it mean to be a Muslim in Britain today?