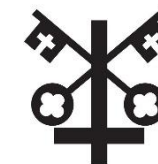


The Mystery of the Mayans

Year: 5 & 6

Cycle: B

Term: Spring



Being...

an artist	a designer	a computer user	a geographer	a historian
I know how to...	I know how to...	I know how to...	I know how to...	I know how to...
<ul style="list-style-type: none"> Explain the style of art and how it has been influenced by a famous artist/time in history Identify and draw objects and use marks and lines to produce texture Organise line, tone, shape and colour to represent figures and forms in movement 	<ul style="list-style-type: none"> Evaluate appearance and function against original criteria Follow and refine plans Show that they can test and evaluate products Suggest alternative plans; outlining the positive features and drawbacks 	<ul style="list-style-type: none"> Design algorithms that use repetition and 2 way selection Analyse information Use logical reasoning to detect errors in algorithms Use selection in programs Work with variables Explain how algorithm works <p>Explore what if questions by planning differed scenarios for controlled devices</p>	<ul style="list-style-type: none"> Describe how some places are similar and dissimilar in relation to their human and physical features Explain how a location fits into its wider geographical location with reference to human and economical features Plan a journey to a place in another part of the world, taking account of distance and time Answer questions by using a map Use maps, aerial photographs, plans and e-resources to describe what locality might be like 	<ul style="list-style-type: none"> Compare two or more historical periods: explaining things which changed and things which stayed the same Draw a timeline with different historical periods showing key historical events or lives of significant people Summarise the main events from a period of history, explaining the order of events and what happened Summarise how Britain may have learnt from other countries and civilizations (historically and more recently)
a scientist	a sports person	a musician	an international speaker	Cross curricular links
<ul style="list-style-type: none"> Describe the life cycle of different living things Describe the differences between different life cycles Describe the process of reproduction in plants Describe the process of reproduction in animals Classify living things into broad groups, according to observable 	<ul style="list-style-type: none"> Pass in different ways Can field Choose a tactic for defending and attacking Use a number of techniques to pass, dribble and shoot Play to agreed rules Explain rules Make a team and communicate a plan Play to agreed rules Umpire Lead others in game situations Combine own work with that of others Link sequences to specific things Gain possession working in a team 	<ul style="list-style-type: none"> Compose and perform melodies using 4 or 5 notes Use a variety of musical devices including melody, rhythms and chords Record own compositions Play more complex Improvise using 5 notes of the pentatonic scale Compose and perform melodies using 5 or more notes Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea Create music reflecting given intentions and record using standard notation 	<ul style="list-style-type: none"> I know how to use the question Comment ca s'écrit? and join in with letter names in French I know how to ask the question qu'est-ce que c'est - About an animal and answer with C'est + name I know how to ask and answer the question Qu'est ce-que c'est? for masculine nouns that begin with a consonant (un lion, un mouton, un caméléon, un papillon, un cochon, un chat, un perroquet, I know how to use Ce sont des ... to answer the question Qu'est - ce que c'est? about plural nouns 	<ul style="list-style-type: none"> Diary writing Adding and subtracting with Mayan numbers Graphs for climates Retelling telling of a story

<p>characteristics and based on similarities and differences</p> <ul style="list-style-type: none">• Describe how living things have been classified• Give reasons for classifying plants and animals in a specific way	<ul style="list-style-type: none">• Use forehand and backhand with a racket	<ul style="list-style-type: none">• Use ICT to organise musical ideas	<ul style="list-style-type: none">• I know how to answer the question Qu'est-ce que c'est? about plural nouns• I know how to spell some feminine nouns (une baleine, une couris, un panthere, une perruche, une libellule, une chenille, une grenouille, une abeille, une araignee)	
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