

## English

### As readers and writers we will learn...

- To focus on how an author's choice of language can develop character, focusing on our key text 'The Explorer'
- To broaden my understanding of other cultures by studying immersing myself in Mayan life
- To control the formality of my writing by creating an informative non-chronological report about the Maya.



## Maths

### As mathematicians we will learn...

- To read, write, order and compare numbers to at least 1,000,000.
- To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- To solve multi-step addition and subtraction problems in contexts using a range of representations.
- To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.



## PE/ Games

### As sports people we will learn...

- To understand attacking and defensive aspects of handball
- To practise the body-control and balance in gymnastics.



## History

### As historians we will learn...

- To describe the key physical features of the Maya civilisation.
- To sequence the key periods in the Maya civilisation.
- To identify periods that were happening in Britain at the same time.
- To name the features of the rainforest.
- To explain the challenges facing the Maya in the rainforest.
- To identify the similarities and differences between Maya and Anglo-Saxon houses.



## Year 5 Autumn 1 Curriculum

### Mysterious Maya!

Exploring the Ancient Maya Civilisation and how it compared to the Anglo-Saxons.



## Science

### As scientists we will learn...

- To explain that unsupported objects fall towards Earth because of the force of gravity acting between Earth and the falling object.
- To identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.



## Art

### As artists we will learn...

- To sketch a house from first-hand or second-hand observation.
- To use basic shapes to place key features and form the composition, measuring to work out proportions.
- To notice small details to incorporate into the drawing by observing.
- To select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.
- To follow steps to create a print with clear lines, with some smudging.
- To purposefully evaluate their work, demonstrating what went well and what could be improved.
- To create a building design based on a theme or set purpose.

## Design Technology

### As designers we will learn...

- To identify stronger and weaker shapes.
- To recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight.
- To identify beam, arch and truss bridges and describe their differences.
- To use triangles to create simple truss bridges that support a load (weight).
- To cut beams to the correct size, using a cutting mat.
- To smooth down any rough cut edges with sandpaper.
- To complete a bridge, with varying ranges of accuracy and finish, supported by the teacher.

