

Year 5

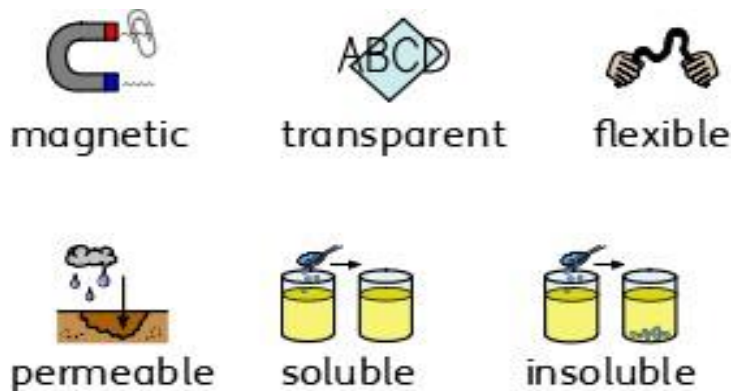
The Americas

Science

Properties and changes of materials

Vocabulary

circuit	a complete route which an electric current can flow around
condensation	small drops of water which form when water vapour or steam touches a cold surface, such as a window
conductor	a substance that heat or electricity can pass through or along
dissolves	when a substance is mixed with a liquid and the substance disappears
electricity	a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices
evaporation	to turn from liquid into gas; pass away in the form of vapour.
filtering	a device used to remove dirt or other solids from liquids or gases . A filter can be made of paper, charcoal, or other material with tiny holes in it.
flexible	an object or material can be bent easily without breaking
gas	a form of matter that is neither liquid nor solid . A gas rapidly spreads out when it is warmed and contracts when it is cooled.
insoluble	impossible to dissolve , esp. in a given liquid .
insulator	a non-conductor of electricity or heat
irreversible	impossible to reverse, turn back, or change.
liquid	in a form that flows easily and is neither a solid nor a gas .
magnetic	having to do with magnets and the way they work
melting	to change from a solid to a liquid state through heat or pressure
particles	a tiny amount or small piece
permeable	of a substance, being such that gas or liquid can pass through it
process	a series of actions used to produce something or reach a goal.
properties	the ways in which an object behaves
rate	the speed with which something happens
resistance	the opposing power of one force against another.
reversible	able to turn or change back
solid	having a firm shape or form that can be measured in length, width, and height; not like a liquid or a gas
soluble	able to be dissolved .
solution	a mixture that contains two or more substances combined evenly
state	the structure or condition of something
temperature	a measure of how hot or cold something is
thermal	relating to or caused by heat or by changes in temperature



What will I know by the end of the unit?

How to group materials based on their properties using more complex vocabulary.	magnetic transparent flexible permeable soluble insoluble
What are thermal insulators and conductors ?	<ul style="list-style-type: none"> • Materials which are good thermal conductors allow heat to move through them easily. • Thermal conductors are used to make items that require heat to travel through them easily, such as a saucepan which requires heat to travel through to cook food. • Thermal insulators do not let heat travel through them easily. • Examples of thermal insulators include woollen clothes and flasks for hot drinks. thermal insulator thermal conductor
What are electrical insulators and conductors ?	<ul style="list-style-type: none"> • Electrical conductors allow electricity to pass through them easily while electrical insulators do not. • Electrical insulators have a high resistance which means that it is hard for electricity to pass through these objects. electrical insulator electrical conductor
What is dissolving ?	<ul style="list-style-type: none"> • When the particles of a solid mix with the particles of a liquid, this is called dissolving. • The result is a solution. • Materials that dissolve are soluble. • Materials that do not dissolve are insoluble. dissolving solution soluble insoluble
Can materials be separated after they have been mixed?	<ul style="list-style-type: none"> • Some materials can be separated after they have been mixed based on their properties - this is called a reversible change. • Some methods of separation include the use of a magnet, a filter (for insoluble materials), a sieve (based on the size of the solids) and evaporation. • When a mixture cannot be separated back into the original components, this is called an irreversible change. Examples of this include when materials burn or mixing bicarbonate of soda with vinegar.

History

The Mayans

Key Events	
2000 BC	The Maya civilization comes into being in central America.
300 BC AD 900	Cities, such as El Mirador, become large and powerful. Cities in the rainforest are abandoned due to extensive drought. People move north to the highlands of Guatemala and the Yucatán.
AD 1000	Cities like Chichén Itzá (Which has two temple pyramids) are still thriving.
AD 1500s	The Spanish arrive in South America and set out to destroy the remaining elements of Mayan civilization as part of their conquest.
AD 1839	American explorer and writer, John Lloyd Stephens, and British artist, Frederick Catherwood explore Copán and extensively document what they find, reigniting interest in the Maya civilisation. They go on to document other Maya cities, including Chichén Itzá.
AD 2014	The cities of Lagunita and Tamchén are rediscovered.

Vocabulary	
Civilisation	An organized society with its own culture and way of life, existing in a particular area over a particular period of time.
Drought	A long period with very little rain.
Ritual	A ceremony, often religious, with set actions performed in a set order.
Jaguar	A big cat, heavier than a leopard, with yellowish fur and black spots
Scribes	People paid to write things down, either as an official record or for someone else unable to write.
Codices	Ancient handwritten texts. Maya codices could be unfolded like a concertina. One text is called a codex
Maize	Another word for sweetcorn or corn on the cob. It can be made into a dough and baked into tortillas.
Cacao beans	Cacao trees sprout pods directly from their trunks. When they are ripe, the pods can be broken open to reveal the beans, which can then be dried, roasted and ground.

Religion	
The Maya believed in and worshipped a number of different gods. They believed that the gods had a good side and a bad side and that the gods could help or hurt them. The Maya would dance, sing and sometimes make offerings of blood to the gods. Priests were very important in Maya society as it was believed that they could communicate directly with the gods. They would perform different rituals during festivals or special ceremonies in order to appeal to the gods.	

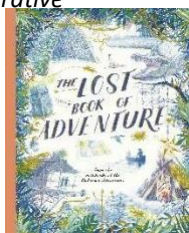
The Upperworld and the Underworld.	
The Maya people believed that the earth, which they called the Middleworld, was large and flat and resting on the back of a creature, such as a turtle or crocodile. On the Middleworld grew a tree whose branches reached up into the heavens (the Upperworld) and whose roots grew down into Xibalba (the Underworld), which was guarded by gods of death who looked like jaguars. Ordinary Maya people believed that, after they died, their souls would travel through a series of caves and tunnels to Xibalba. Rulers and noblemen believed that they had a chance of getting to the Upperworld.	

English

Exploration Narrative: Write a survival narrative
Information text: Write a survival guide

Grammar Focus:

- Indicate degrees of possibility using adverbs.
- Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form
- Linking ideas across paragraphs, using adverbials
- Semi-colons to mark boundaries between independent clauses of equal weighting
- Use hyphens to avoid ambiguity
- Commas for clarity



Maths

Statistics, Properties of Shapes

- Draw and interpret line graphs
- Read and interpret tables
- Read and interpret timetables
- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Design Technology

Food – Celebrating Cultures

Maya Corn Tortillas

The ancient Maya people enjoyed making and eating delicious corn tortillas.

Ingredients (Makes 20)
150g of cornmeal (Masa Harina)
100g cold water
Pinch of salt
1 tablespoon of olive oil

Equipment
Large mixing bowl
Cling film
Rolling pin
Baking pan
Frying pan



Step 1. Mix all the ingredients together in a large bowl to form a dough.



Step 2. Divide the dough into 20 small balls. Return the balls to the bowl, cover with cling film and stand in the fridge for 10 minutes.



Step 3. Flatten the balls between your hands or roll into flat rounds to an approximate depth of 3mm.



Step 4. Cook the tortillas in a lightly oiled frying pan for approximately one minute each side over a high heat.



Step 5. Serve and enjoy!

PE

Rounders and Outdoor Athletics

<p>Prior Learning: Develop a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Identify different roles in rounders.</p> <p>Link Focus: Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of these apply to rounders.</p> <p>Heart: Play more attacking shots looking for gaps in the field.</p> <p>Head: Apply the backward hitting rules.</p> <p>Head: Play more attacking shots looking for gaps in the field.</p> <p>Heart: Show commitment towards their team and performance during game play.</p>	<p>Equipment needed: Range of balls, range of bats and striking equipment, posts, bottom cones, batting cone.</p> <p>Key Vocabulary/Skills: Apply rules of the game consistently Obtain base positions Following the path of the ball Applying backwards hit rules Field with some awareness of batsmen's strengths.</p> <p>Key Questions: 1. What is the difference between a... 2. If the batsman... 3. How do you... 4. Why would you... 5. How do you... 6. How do you... 7. How do you... 8. How do you... 9. How do you... 10. How do you...</p> <p>Rounders: Batters waiting should be placed in the backward area until seen from.</p> <p>Prior Learning: Investigated ways of performing running, jumping and throwing activities. Used a variety of equipment to measure, time and compare different styles of runs, jumps and throws.</p> <p>Link Focus: Sustain pace over short and longer distances. Run as part of a relay team. Perform range of jumps and throws.</p> <p>Head: Distinguish between good and poor performances and suggest ways to improve self and others.</p> <p>Head: Sustain pace over shorter and longer distances.</p> <p>Heart: Able to run as part of a team in relay style events.</p>	<p>Equipment needed: Variety of balls, range of bats and striking equipment, posts, bottom cones, batting cone.</p> <p>Key Vocabulary/Skills: Power, consistency, accuracy, stump, conditions, fitness, miss hit, strength, encouragement, defence, offensive.</p> <p>Rounders: Batters waiting should be placed in the backward area until seen from.</p> <p>Equipment needed: A variety of balls, hoes, bean bags, quoits, three floor-matlers, bean javelin, ballouch, diamond, measuring tape, skipping ropes, team discus, water bottle, size handles.</p> <p>Key Vocabulary/Skills: Relay race Work to improve distance covered in set times. Use push throws to hit target. Baton exchange. S.T.P.P. principle.</p> <p>Rounders: Batters waiting should be placed in the backward area until seen from.</p> <p>Key Questions: 1. Why do we pass the baton to the opposite team? 2. Which throw do you think is most effective for distance? 3. Can you jump further with a run-up?</p> <p>Rounders: Batters waiting should be placed in the backward area until seen from.</p> <p>Key Questions: 1. Why do we pass the baton to the opposite team? 2. Which throw do you think is most effective for distance? 3. Can you jump further with a run-up?</p> <p>Rounders: Batters waiting should be placed in the backward area until seen from.</p> <p>Key Questions: 1. Why do we pass the baton to the opposite team? 2. Which throw do you think is most effective for distance? 3. Can you jump further with a run-up?</p>
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