

# Year 5 Term 2

## ENGLISH

**Poetry:** The Highway Man

**Fiction:** Mayan Legends

**Non-Fiction:** Autobiographies

**Reading:** Destination Reader

**Core Texts:** Charlie and the Chocolate Factory

**GPS:** Verb prefixes, degrees of possibility (adverbs), cohesion within paragraphs, linking paragraphs, parenthesis, commas to clarify meaning and avoid ambiguity

## SCIENCE

**Earth and Space:** Earth theories, moon phases and our solar system

**Living things and their habitats:** Life Cycles and animal classification

**Our Changing World:** Plants

## R.E.

**Sikhism 3:** The Gurdwara and the Guru Granth Sahib

**Sikhism 4:** Belonging to the Sikh Community



## P.E.

Gymnastics  
Hockey

Our topic 'Chocolate' takes the children on a journey to the ancient Mayan civilisation; we will begin to discover where they lived- with our atlases- who they were and what was life like for the ancient Mayans. This study of a non-European society will allow us to make comparisons with British history. We shall delve into the reasons why chocolate was so special to the Mayas and how they harvested and used it. We will also conduct an enquiry as to why the Mayan civilisation disappeared. Our art and DT will also be linked to our topic.

## WOW

Chocolate tasting

Making our own chocolates

Mayan weaving



# Chocolate

## DT

Design, make and evaluate products made with chocolate

Design, make and evaluate products (textile materials)

## MUSIC

Learn and sing Mayan songs

Compose music for a range of purposes

## MFL (SPANISH)

On the way to school: Vamos al colegio

Beach Scene: Pescadoras valencianas

## MATHEMATICS

**Fractions**

**Decimals and Percentages**

**Perimeter and Area**

## HISTORY

Study of a non-European society that provides contrasts with British History (Mayan civilisation)

## GEOGRAPHY

Identify the position and significance of location

Understand geographical similarities and differences through the study of a region in South America



## COMPUTING

**Spreadsheets:** How to create, navigate and complete. Begin to make charts and graphs

**Email:** Begin to correspond with own class mates and with corresponding year group, using school email address

## PSHEC

Making judgements, Peer Pressure

## RSE

The impact of puberty