



Year 5/6 Curriculum Information

Autumn 2



Home Learning: All children in Year 5 and 6 are expected to complete a short amount of SATs Companion work per week and one piece on the Oxford Owl website. **Year 6 homework will be set on a Tuesday;** **Year 5 homework will be set on a Thursday**. We will check that these have been completed the following week and children will be invited to 'home learning club' during break time or lunch time to complete any unfinished work.	**PE:** **Jaguars and Penguins**: PE – Tuesday PM & Thursday AM **Giraffes and Koalas**: PE – Monday PM & Tuesday AM **Outdoor Learning:** **Jaguars and Penguins**: This will take place on alternate weeks on Thursday mornings. **Giraffes and Koalas**: This will take place on alternate weeks on Tuesday mornings.	**Shared Learning/ Theme Outcome:** **Year 5 & 6 - Friday 13th 9:45am - 10:30am** This will be a theme outcome session looking at all our learning about the Maya and taking part in an art lesson creating collages – we look forward to seeing you there! **Library:** **Jaguars and Penguins:** Monday **Koalas:** Wednesday **Giraffes:** Friday

English

The text we will be enjoying as a class is "Journey to Jo'burg" by Beverley Naidoo.
Both year groups will also be doing work on "Rain Player" by David Wisniewski in preparation for their theme week on The Maya.

Later in the half term, we will be writing a freedom story based on the themes that we have read about in Journey to Jo'burg. We will also be writing a biography or a non-chronological report to work on our non-fiction writing skills.
We will also be continuing our reading skills learning and word study.
Please record any reading done at home on your child's bookmark by initialling on it and writing the date.

Maths

The units which will be covered in the first half term include:
Year 5: **Multiplication and Division** – short division, multiplying whole numbers by 10, 100, 1000; **Fractions** – adding and subtracting fractions with denominators that are multiples of the same number, add and subtract mixed numbers, multiplying proper fractions by whole numbers; **Statistics** – complete, read and interpret information in table; **Geometry** – reflecting and translating shapes.
Year 6: **Measures** – converting between measurements of length, mass, volume and time; **Fractions** – Using the four operations with fractions; **Percentages** – Decimal and fraction equivalents; **Decimals** – Multiplying, rounding and dividing; **Geometry** – Coordinates on a 4-quadrant grid.

Science

Evolution and Inheritance

We will be looking at natural selection as how evolution happens. We will understand what natural selection is and how it happens over generations. We will also look at how fossil records and DNA provide evidence that organisms have changed over time.

Theme

The Maya

We will be looking at:

- Parts of Mayan civilization that still exist today.
- How advances were made in astronomy, maths and language, as well as architecture and agriculture.
- The general centre point of Mayan civilisations being the temple.
- How society was organised through a number of rulers at local level.

The Maya

The Maya Calendar:



The **Maya calendar** is a system of calendars used in Mesoamerica.
It dates back to at least the 5th century BC.

The Stelae:



Maya stelae (singular ***stela***) are monuments that were fashioned by the Maya civilization. They consist of tall, sculpted stone although their actual function is uncertain.

Fun facts about the Maya:

- They developed a complex hieroglyphic writing system.
- They created advanced calendars for tracking time.
- They made significant contributions to mathematics and astronomy.
- They were skilled farmers with innovative agricultural techniques.
- They had a polytheistic religious belief system.
- Mayans' pyramids and cities are still being explored.
- They enjoyed sports.

Where were the Maya?



History skills we will be using:

Year 5:

- Convey ideas in a structured way, using dates and specialist terms as appropriate.
- Make links between past societies and periods, understanding how and why these were made, and the impact they had on future time periods.

Year 6:

- Make appropriate use of dates and specialist terms, and choose the best way to communicate ideas, explaining why.
- Identify trends in history, understanding why these occurred and any impact they had on future time periods.