

Class: SL/ JW	Term: Autumn 2	Year Group: 5
Prime Learning Challenge	Geography - Who were the Mayans and what have we learnt from them? Science - Which Materials can or cannot be changed back to their original form?	

Past What do pupils already know/understand? Do they have any misconceptions?	Present What do pupils want to know/understand? What are they interested in? What motivates them?	Context How is this challenge relevant to the needs of your children?
<p>History - Who discovered the Mayan civilisation and how did it develop? How was the Mayan civilisation organised? What were the beliefs and religion of the Mayans? What was daily life like for a Mayan?</p> <p>Science - The children have previously learnt to identify and compare the suitability of a variety of everyday materials, including wood, plastic, metal, glass, brick, rock, paper and cardboard. They have found out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. The children have also identified and classified materials.</p>	<p>History - Who are the Mayans, where were they from and when were they around? What made the Mayan civilisation an advanced civilisation? How did the Maya become associated with the ball game - "Pok-Ta-Pok?" What do we know about the rituals carried out about the Mayan civilisation? What caused the Mayan civilisation to disappear?</p> <p>Science - What is a reversible change? What happens when we heat and cool different materials? How can we separate different materials?</p>	<p>History - The children will enjoy learning about the history and culture of the Mayans. They will also be able to build on the prior knowledge on the Mayans, make links and build on prior learning,</p> <p>Science - Children enjoy carrying out practical investigations and will learn about the features of different materials and how some changes can be reversible and irreversible.</p>

By the end of this prime learning challenge...	Some: More Able	<p><u>History</u> - Pupils should be able to describe what made the Mayan and advanced civilisation; to be able to explain the Mayan sacrifices; to be able to describe where the Mayans were in the world and what some of their rituals were. To know some of the rules of the ancient ball game - "Pok-Ta-Pok". To explain what caused the Mayan civilisation to disappear and give justifications on why it happened.</p> <p><u>Science</u> - (As Core) Plus - To be able to describe how to recover a substance from a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
	Most: Core	<p><u>History</u> - Pupils should be able to describe what made the Mayan and advanced civilisation; to be able to explain the Mayan sacrifices; to be able to describe where the Mayans were in the world and what some of their rituals were. To know some of the rules of the ancient ball game - "Pok-Ta-Pok"</p> <p><u>Science</u> - To be able to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. To know that some materials will dissolve in liquid to form a solution. To demonstrate that dissolving, mixing and changes of state are reversible changes. Use scientific vocabulary independently.</p>
	All: Less able	<p><u>History</u> - Pupils should know be able to describe where the Mayans were in the world and what some of their rituals were. To know some of the rules of the ancient ball game - "Pok-Ta-Pok"</p> <p><u>Science</u> - To be able to group materials together based on their properties. To explain why some materials are used and suited for certain purposes. To know what dissolving involves.</p>

Pre-Learning How will you make sure you are pitching appropriately?	Wow!	Reflection How will you reflect & evaluate?
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<p>Children will complete a pre-learning assessment for Science (completed in Autumn 1) and History.</p> <p>We will use the Focus curriculum document and the National Curriculum statutory requirements.</p> <p>We will use BBC History and BBC Bitesize to help with planning and teaching.</p> <p>We will also use children's questions as a guide for our planning and teaching.</p>	<p>History - Mayan Wow day</p>	<p>Children will complete the post-learning assessments.</p> <p>We will return to children's pre unit questions at the end of the topics.</p> <p>Children will complete reflection tasks towards the end of the topics.</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	Information Leaflets on Mexico	Information Leaflets on Mexico	Information Leaflets on Mexico	Balanced Discussion: the Grinch	Balanced Discussion: the Grinch	Balanced Discussion: the Grinch	Christmas Poetry
WCGR	The Lion, The Witch and The Wardrobe	The Lion, The Witch and The Wardrobe	The Lion, The Witch and The Wardrobe	The Lion, The Witch and The Wardrobe	The Lion, The Witch and The Wardrobe	Readers Theatre: All of us Knocking on the Stable door	Readers Theatre: Winter Wonderland
Maths (JW/SC)	Multiplication and Division	Assessment Week	Multiplication and Division	Multiplication and Division	Fractions	Fractions	Fractions

Maths (AH/CG) - PPA	Perimeter and Area - Area of compound shapes	Perimeter and Area - Estimate area	Statistics - Draw line graphs	Statistics - Read and interpret line graphs	Statistics - Read and interpret tables	Statistics - Two-way tables	Statistics - Read and interpret timetables
Science	<u>LO: To set up an investigation to find which materials can and cannot be changed back to their original state. LC2</u>	LO: To be able to explain some changes caused by heating or cooling form new materials.	LO: To understand that changes caused by burning are irreversible changes.	LO: To understand the process of dissolving.	LO: To be able to use knowledge of solids, liquids and gases to decide how mixtures might be separated. LC3	LO: To explain how mixtures might be separated. LC3	LO: To reflect on what we have learnt this half term.
History	Hook Pre-Learning Task	<u>LO: To know who the Maya were, where they came from and when they were around.</u> Learning Challenge 1: Who were the Maya and when and where did they live?	<u>LO: To be able to find evidence that shows the Maya were an advanced civilisation.</u> Learning Challenge 2: What evidence do we have the Maya is an advanced civilisation?	<u>LO: To understand how the Maya became associated with the ball game "Pok-ta-pok".</u> Learning Challenge 3: How did the Maya become associated with the ball games pok-ta-pok?	<u>LO: To find out about the rituals carried out by the Mayan civilisation.</u> Learning Challenge 4: What do we know of the rituals carried out by the Mayan civilisation?	<u>LO: To be able to find out what caused the Mayan civilisation to disappear.</u> Learning Challenge 5: What caused the Mayan civilisation to disappear?	Reflection Post-Learning Task

Music	Classroom Jazz 1 Charanga	Classroom Jazz 1 Charanga	Classroom Jazz 1 Charanga	Classroom Jazz 1 Charanga	Classroom Jazz 1 Charanga	Classroom Jazz 1 Charanga	Classroom Jazz 1 Charanga
PSHE	<p>Celebrating Difference</p> <p>LO - To understand that cultural differences sometimes cause conflict</p> <p>What does cultural differences mean?</p>	<p>Celebrating Difference</p> <p>LO - To understand what racism is.</p> <p>What is racism?</p>	<p>Celebrating Difference</p> <p>LO - To understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>What are bullying behaviours?</p>	<p>Celebrating Difference</p> <p>LO - To understand the difference between direct and indirect types of bullying</p> <p>What is direct and indirect bullying?</p>	<p>Celebrating Difference</p> <p>LO - To be able to compare my life with people in the developing world</p> <p>What countries are in the developing world?</p>	<p>Celebrating Difference</p> <p>LO - To be able to understand a different culture from my own</p> <p>How do other cultures differ from my own?</p>	
Art/DT	<p>LO: To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>LO: To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>LO: To be able to taste and evaluate seasonal foods and recognise that sometimes we need to try a new food a few times to find out if we like it.</p>	<p>LO: To be able to taste and evaluate seasonal foods and recognise that sometimes we need to try a new food a few times to find out if we like it.</p>	<p>LO: To be able to design a muffin with an exciting new seasonal ingredient.</p>	<p>LO: To follow a recipe and evaluate my product.</p>	<p>LO: To follow a recipe and evaluate my product.</p>

RE	LQ 1: How many Muslims and how many mosques are there in Britain?	LQ 2: How might the five pillars affect the lives of Muslims in Britain today?	LQ 3: Why is Zakah/charity important to Muslims? How is charity important to you?	LQ 4: Why do Muslims go on pilgrimage?	LQ 5: Why do Muslims go on pilgrimage?	LQ 6: What does it mean to be a Muslim in Britain today?	
MFL	La Phonetique- Lesson 4	Recognise, recall and spell the names of family members.	Consolidate family members with definite articles and begin to use the possessive adjective.	Introduce family members using the phrase 'he is called', 'she is called'.	Introduce numbers 1-70 and use these to describe how old their family members are.	Christmas French	Christmas French
PE (SC)	Drumba	Drumba	Drumba	Drumba	Drumba	Drumba	Drumba
PE (JW)	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Outdoor PE	OAA	OAA	OAA	OAA	OAA	OAA	OAA
Computing	Microbit Coding?	Microbit Coding - What is a BBC Microbit?	Microbit Coding - Can you Code a Scrolling Name Badge?	Microbit Coding - Can you make a micro.bit dice?	Microbit Coding Can you Code a game?	Microbit Coding - Can you Code a pet?	Microbit Coding - Can you Code a pet

Story Book	The Explorer Karen McCombie	The Explorer Karen McCombie	The Explorer Karen McCombie	Viking Boy - Tony Bradman	Viking Boy - Tony Bradman	Viking Boy - Tony Bradman	Viking Boy - Tony Bradman
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