

Year 5 Spring Term 1 – Knowledge organiser



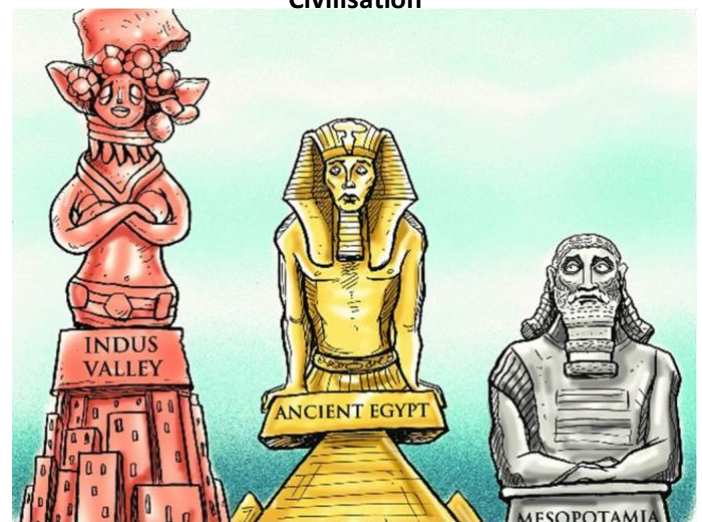
<b>Topic: Investigation and curiosity</b>	<b>Concepts: Change, Power, Rights, Consequence</b>	<b>Essential Question: What can we learn from ancient cultures?</b>
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VOCABULARY	DEFINITION
<b>ARCHITECTURE</b>	The jobs or activity of designing buildings
<b>IMMIGRATION</b>	The actions of coming to live permanently in a foreign country
<b>OVERPOPULATION</b>	Having too many people for the amount of food, materials, and space available
<b>DECLINE</b>	A gradual and continuous loss of strength, numbers, quality, or value
<b>PROPHECY</b>	A prediction of what will happen in the future
<b>SOLUBILITY</b>	The ability to be dissolved, especially in water
<b>REVERSIBLE</b>	Can be changed back to what it was before
<b>IRREVERSIBLE</b>	Cannot be changed back to what it was before

Archaeology



Civilisation



School values for...

January: Determination

February: Self belief



Know how to:

Compare Mayan civilisation with other ancient civilisations and modern day.

Consider the causes and implications of how civilisations fall.

Carry out investigations into changing states of materials based on their properties.

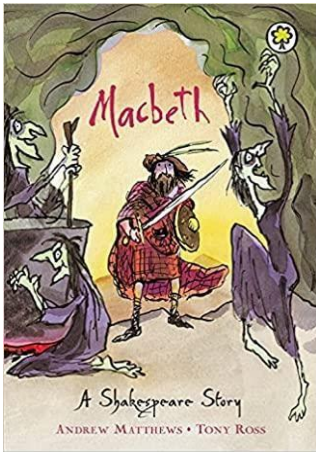
Incorporate fronted adverbials and prepositions in a setting description and letter.

Utilise a variety of multiplication and division methods to problem solve with efficiency.

Understand and draw vectors on a laptop.

Choreograph and critique your own gymnastics sequences.

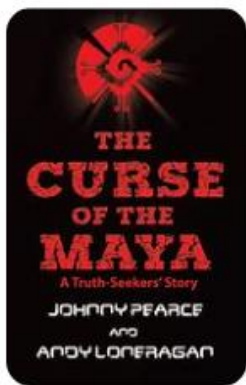
**Our lead text:**



This half-term we will be reading an adaptation of the renowned Shakespearean tragedy ‘Macbeth’.

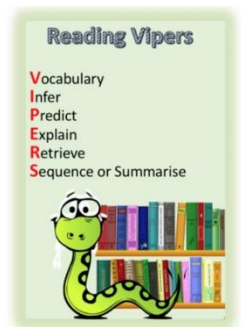
*Returning home from battle, power-hungry, ambitious Macbeth meets three evil witches who tell him that he will soon be king. Macbeth immediately tells his scheming wife, Lady Macbeth, who pressurises him into murdering the current King Duncan. Macbeth soon finds himself trapped in a web of deceit, murder, guilt and madness until a final battle reveals the truth behind the prophecies, as foretold by the cunning witches.*

We will be using our lead text to write to entertain through a setting description as well as to inform using the format of a letter. Grammatically, we will introduce features such as fronted adverbials, prepositions, and varying types of sentences.



During guided reading we will be reading The Curse of the Maya, by Johnny Pearce and Andy Loneragan, a tale about twin twelve-year olds who travel to Guatemala with their father, in a tale of archaeological intrigue.

We will continue to use VIPERS reading skills especially inferring. This story will complement their history topic about the Maya civilisation.



**Mathematics – fractions, multiplication and division methods**

- Adding and subtracting fractions
- Ordering and comparing fractions
- Learning numerous multiplication and division methods and strategies
- Problem solving using knowledge of multiplication and division

1									
1/2					1/2				
1/3			1/3			1/3			1/3
1/4		1/4		1/4		1/4		1/4	
1/5		1/5		1/5		1/5		1/5	
1/6		1/6		1/6		1/6		1/6	
1/7		1/7		1/7		1/7		1/7	
1/8		1/8		1/8		1/8		1/8	
1/9		1/9		1/9		1/9		1/9	
1/10		1/10		1/10		1/10		1/10	
1/11		1/11		1/11		1/11		1/11	
1/12		1/12		1/12		1/12		1/12	



**Outdoor learning:**

The children will be going to “forest school” weekly and will need boots or spare old trainers/shoes.

Link to Science – Properties and changes of material

Irreversible changes: Campfire - observe and compare how materials change when burned e.g., logs and firewood.

Reversible changes: collect soil and mix with water – explore filtering the soil from the water.

Evaporation: explore rate of evaporation of a rain puddle



**RE:** Buddhism – “Is it possible for everybody to be happy?”

**PE:** Dance (indoors) How to use movement to explore and communicate ideas, feelings and thought and netball (outdoors) to think about how they use skills, strategies and tactics to outwit the opposition.

**PSHE:** Future dreams - Careers, goals, motivation, the importance of money and the influence of culture

**Art:** Maya exhibition – Maya print making and artefact making

**French:** children will continue their weekly language lessons with Lingotot, preparing to go France in June 2024.

### Home learning Activities

Done ✓

Recreate a vocabulary list for Spring 1 using the vocabulary on the knowledge organiser and drawing your own images for each term.

Using your own research, create a fact file for key information about William Shakespeare.

When did the Mayan civilisation exist? Create a timeline of key civilisations and events you have learnt about and place the Maya for a visual representation of chronology.

Science experiment: Put a few drops of different food colouring into 2 tablespoons of oil. Then, pour this oil into a glass of water. Take photos and/ or notes of what occurs.

With materials of your choice, use colourful geometric shapes to create a Mayan mask  
For RE research about the founder of Buddhism and compare with Sikhism and Hinduism which also originated in India.

On A4 paper, draw a mind map with your future goals in the centre and surround it with your questions, worries and things to look forward to.

In time to a song of your choice, create and perform / record a gymnastics routine involving a variety of skills and sequences.

