Year 5 Summer 2 Overview

During this half term our enquiry is:

Who were more advanced in 900AD – Britain or the Maya?

Through this historical enquiry, children will learn about the remarkable achievements of the ancient Maya. The pupils will learn about the Maya perspective of time, the calendar system, writing, maths, and the environment in which they lived. In doing so, they should see the stark contrast between their own history and that of the Maya. Aside from learning about Maya culture, this enquiry will encourage pupils to move away from the tendency in applying one's own cultural values in judging the behaviour and beliefs of people raised in other cultures. Instead, pupils will be aware of the different (though not inferior) ways of doing things and the complexity of human life. The civilization is unique and will be a completely new area of learning that will ignite the children's curiosity to discover more about this interesting society in its own right and to ask interesting questions about this time period.

Children will be able to identify where the Ancient Maya civilization fits in chronologically and will recognise links and make comparisons between other ancient civilizations that they have studied earlier in Key Stage 2. This study will also offer opportunities to link with the Anglo Saxons and Vikings, which the children have studied earlier in year 5 this year. Whilst the Maya started earlier as a civilisation, they did live concurrently with each other for a long period of time and share many similar traits. Although both civilisations set up farming communities, the Vikings never really set up great cities, not at least in comparison to the Maya, who managed to build flourishing metropolises with populations in the tens of thousands. This amongst other comparisons pose interesting questions about who the children think were more advanced.

At the end of the study, the children will have the opportunity to reflect on what the Maya people achieved and then, in line with the purpose of study, will make a judgement on which society was more advanced in 900 A.D. Britain or the Maya!

Key vocabulary for this unit of learning includes: *Dynasty, Codex, Hieroglyphics, Sacrifice, City-states, Peasant, Cacao, Cenote, Popol Vuh, Mesoamerica, hierarchy, co-existed, jade* *Mesoamerica, continent, hemisphere, tropic of cancer, climate, maize*

Subject	Activities / areas to be covered in school	Possible learning at home
English	In English lessons, we will begin the half term by exploring the fictional narrative 'Rain Player' by David Wisniewski as well as referring to the non-fiction information included in the text: 'History in Infographics: The Maya'. This traditional Mayan tale tells the story of a young Mayan boy who must defeat the Rain God in a ball game in order to save his people from disaster. The year 5 children will explore the Mayan creation story, Popol Vuh, as part of their historical enquiry work and will know about the traditional ball game that features in this text. This beautiful cut-paper artwork picture book will support children to make meaning from the story and the Mayan customs it shares. Throughout our learning, we will study some non-fiction texts on the Maya to develop our understanding.	What's your favourite ball game? If you had to write instructions on how to play, what would you include? I wonder how different it is to the traditional Maya ball game we will explore in our story! Remember to read widely and often at home 😊 There are many great fiction and non-fiction texts linked to the Maya. 'Middleworld' from the Jaguar Stones collection is an excellent story: *Fate has delivered a challenge of epic proportions to Max Murphy. But can a teen whose biggest talent is for video games*

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		rescue his parents from the Maya Underworld and save himself from the villainous Lords of Death?
Maths	In Maths this half term, we will begin by learning how to find the measure of volumes of cubes and cuboids. We will then move onto recapping our knowledge on shape, focusing our learning on regular and irregular 2D shapes and their properties before introducing 3D shapes. After this, we will move onto recapping our learning of area and perimeter of rectangles and rectilinear shapes. The final maths unit of the year will be position and direction. As part of this, the children will plot and read coordinates in four quadrants, translate shapes on a coordinate grid and explore lines of symmetry.	Children to continue to practise times tables as part of their arithmetic.
Science	In science this half term, we will be learning about Earth and Space. Children will look at the difference between planets, stars and moons and will be able to describe the Sun, Earth and Moon as approximately spherical bodies. Year 5 will be able to name and describe features of the planets in our solar systems and be able to order these according to their distance from the Sun. We will explore and describe the movement of the Earth, and other planets, relative to the Sun in the solar system, using scientific evidence to explore Geocentric versus Heliocentric theories of movement. Additionally, we will explore night and day, looking closely at the movement of the moon.	Take some time at home to observe the moon on an evening – do you notice anything about how it changes shape? I wonder if you can take photos of it over a month? You should be able to see the moon going through a full phase!
Computing	Learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if… then… else…' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.	Plan a simple program that uses selection. Design a program that: Asks a question (e.g. "Do you like cats?") Gives one message if the answer is "yes" and another if "no"

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Physical Education	This half term, Year 5 will take part in tennis on a Wednesday afternoon and on a Thursday afternoon, Class 9 will take part in outdoor and adventurous activities (OAA). Class 10 will continue to go swimming on a Thursday. School PE sessions will be taking place outdoors and school PE kits should be worn for these days only. See additional dates (across) for extra sporting activities taking place this term.	We have many sporting events to look forward to this half term. On Wednesday 1st July, we will be visiting Wyvern to take part in their primary sports day. We will also have our Key Stage 2 Games Day (Tuesday 14th July) and Year 5 Sports Day (Tuesday 30th June) to take part in this half term.
PSHCE	In PSHE this half term, we will be learning about careers, aspirations and living in the wider world. The children will learn that there are a range of different careers and jobs people can have, we will discuss that people often have more than one job during their career and over their lifetime. We will explore different routes needed to take to get to different jobs, such as college, apprenticeships and university. We will also talk about different skills, attributes and qualifications needed for different jobs. Children will be encouraged to begin to consider how they might choose a career or job for themselves, why they might choose it and what might influence their decisions. We will also discuss and challenge stereotypes about the different types of jobs people can do.	Have you thought about a career you may enjoy? Do you know what you need to do to develop your skills ready for that career? Spend some time talking to a range of family members and friends to explore some of the many options which are out there!
Geography	As geographers, the children will discover the land the Mayan's once inhabited. They will explore how Mesoamerica has developed into separate countries and specifically look at the Maya region, which included much of modern day Mexico and Guatemala, all of Belize and parts of Honduras and El Salvador. The children will draw on their existing geography knowledge to describe the position in the world in which the Mayan's lived. They will be able to talk about the human and physical geography features of these areas – specifically looking at the land covered by rainforest and the ancient ruins the Mayan's left behind, such as the Chichen Itza. The children will also consider how the Mayan empire was able to grow in such a challenging landscape and examine how they survived and adapted to living in the rainforests through their housing and food collection methods.	What can you find out about the human and physical geography features linked to Mexico? Do any of these link to the Maya? How?

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History	In history, the children will learn about the ancient Maya civilization. They will recognise what caused the Mayan civilization to grow and develop, identify their core beliefs and attitudes to Christianity and be able to place the Maya into a chronological context. They will learn about the survival of this incredible civilization in a rainforest environment; their success and achievements in building spectacular temples, pyramids and cities without the use of metal tools; and their ability to domesticate beasts of burden and create the wheel. Further achievements are linked to their precise observations of the movements of the sun, moon and stars combined with their advanced mathematical concepts to produce calendars and a level of astronomical knowledge beyond that of their contemporaries in Europe. They were also advanced painters, muralists and ceramicists and we have them to thank for the wonder of chocolate! As part of this enquiry, the children will compare and contrast the achievements of the Mayan people with those of the Anglo Saxons and Vikings in Britain.	Take a look at the BBC Bitesize Maya Civilization video bank: https://www.bbc.co.uk/bitesize/topics/zq6svcw I wonder if you can create a fact file about a typical day for a Mayan man or woman? What is similar or different to your daily routine?
RE	This half term, the children will explore the question: **If God is everywhere, why go to a place of worship?** This investigation enables pupils to learn in depth from different religious and spiritual ways of life about worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives. Children will have lots of opportunities to discuss their own views and debate the key enquiry question. They will also have a chance to reflect for themselves on the value and purpose of worship in religion.	Have you ever been to a place of worship? What was is like inside? How did you feel? Do you know of any different places of worship in your local area? Next time you are out and about keep your eyes peeled.
Art	This half term, the children will explore Mayan patterns and motifs. They will investigate the shapes that are commonly used in these patterns and spend time creating their own. They will then create their own Maya mural paintings.	Research Mayan motifs and patterns. What do you notice about their style? What is similar? Have a look at the designs to the right. I wonder if you can create one yourself in a similar style? 

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French	In French this half term, pupils will learn how to name and label a map of the Solar System as well as apply the rules of adjectival agreement to describe the Solar System in French. They will begin to use conjunctions and intensifiers to extend descriptions of the Solar System. Pupils will ask key questions in French to conduct an interview with an astronaut and answer the questions to present themselves as an astronaut.	Have a go at finding out facts about the planets in our solar system and try to write them down in French.