



# Year 5/6 Curriculum Information—Spring Term 1 2024

## Welcome

We hope you have all had a wonderful Christmas and you are excited for our next half term. We are taking a trip back in time to investigate the world of the Maya people. We will be creating some beautiful water colour pictures and learning to talk about our family in French—these are just a few of the exciting lessons we will be teaching! You can talk to your child about what they have been

## Useful information

### Twitter

Please follow your class Twitter page for regular updates on what is happening during the school day.

5DH - @MissHartleySPS

5/6AM - @MissMarshallY56

6CP - @MrsPease\_y6

### P.E.

For P.E. days , children should come to school in their P.E. kit and not their uniform.

#### P.E. day

6CP – Tuesday

5/6AM—Wednesday

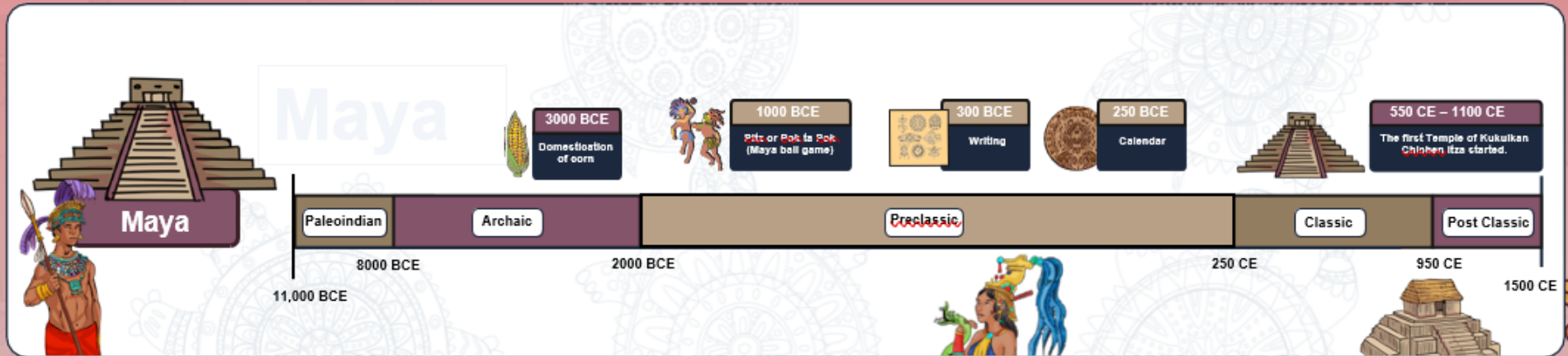
5 DH— Monday

### Homework

Spellings and tables will be given out on Wednesdays to be practised at home and weekly tests will take place on the following Friday.

Each half-term, three optional homework projects will be set on the school website for the children to have a go at. They are welcome to bring in any of their project work to share with the class.

## The Ancient Maya Civilisation



### The Ancient Maya Civilisation

People have lived in this region for over **12,000 years**, and when they settled here first, **they were hunter-gatherers**. This means they migrated across the land, **searching for food and places to settle**. Over time, these people learned to farm and settled in small villages. Eventually, these grew into **large city-states** spread across what would one day become **Mexico, Guatemala, Belize, El Salvador and Honduras**. These people were called the **Maya**, and their power and might reached their height in the **10th century**.



### How do we know about the Ancient Maya?

We know about the Maya because **archaeologists have found evidence of their existence**. The Maya were famous for their **wall art and beautiful writing**. Many examples have been discovered over the years, and these two records give us an idea of what life was like for the different people in Maya society. There have also been many other archaeological discoveries of **Maya tombs, funeral masks, architectural remains of the large city-states, and the famous stone pyramids** that still stand today. There is one mystery that still puzzles archaeologists today. Something strange began to happen in the **10th century** – the **Maya people** of the central Maya Lowlands **began to abandon their cities**. There is **no real evidence** to tell us why just **multiple theories**.



# History Intent—Ancient Maya

## How did the Maya civilisation become successful?

Farming was important for the Maya people. It was one of the main reasons that the ~~civilisation~~ grew and became so powerful. They developed many specialist farming techniques to help grow crops and invented a way of collection and storing water to irrigate their crops.



limestone

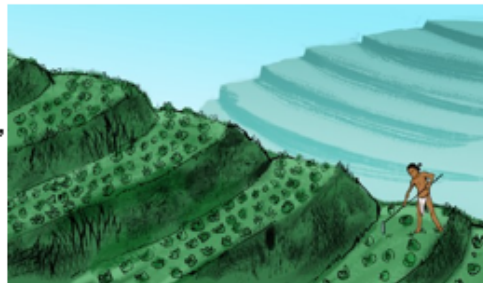


obsidian

The Maya lowlands were also filled with limestone – a perfect building material. They also had access to plenty of

obsidian – a volcanic glass the Maya could sharpen to use as a tool.

The Maya ~~civilisation~~ grew with a plentiful supply of water, specialist farming techniques, and abundant natural limestone and obsidian for building materials and tools.



Over time, the city's population grew, and the Maya built temples, ballcourts and plazas. These were attractive places to live and work and provided a place for the Maya people to worship their gods.

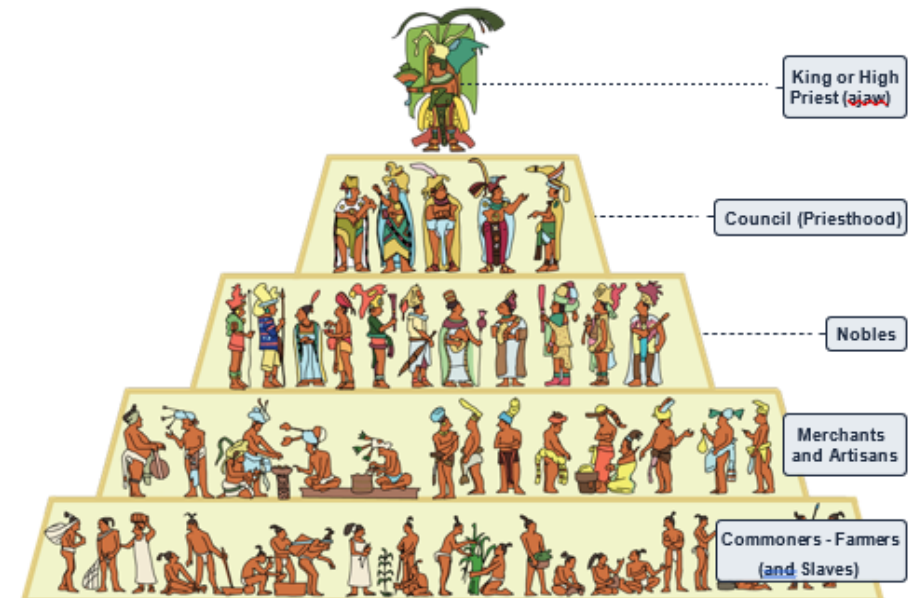
## Who ruled the Maya people?

The Maya were not a united empire of people with a capital city like Ancient Egypt.

Instead, each city was a state with its own ruler and council of high priests.

The city-states of the Maya often went to war with each other to prove that they were the strongest in the region.

Artefacts show historians and archaeologists that life was very different for the rich and poor in Maya society.



# Art Intent—Henri Rousseau—watercolour



## Henri ROUSSEAU

### KNOWLEDGE ORGANISER



#### Biography

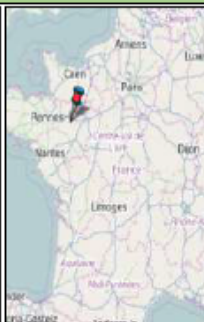
-Henri Rousseau was a French painter, who lived between 1844 and 1910.

-Rousseau was a post-impressionist painter, worked in a number of different jobs before beginning to exhibit his paintings at the age of 40.

-He was a painter of the 'Naïve' or 'Primitive' style, meaning that he did not have the formal art education that many artists undergo.

-His best-known paintings depict jungle scenes, even though he never left France or saw a jungle.

-Although at times he was ridiculed throughout his life, he has come to be known as a self-taught genius, whose works have influenced several generations of artists.



-Rousseau was born Laval in northern France, but moved to Paris from the age of 24 to support his widowed mother.

#### Significant Works

*Tiger in a Tropical Storm* (1891)



-This was the first of the many jungle scenes for which Rousseau is known. It is an oil on canvas painting that shows a tiger, illuminated by a flash of lightning, preparing to pounce on its prey in the midst of a raging gale. The prey is just out of shot, and so it is left to the viewer's imagination to decide what the outcome will be.

*The Merry Jesters* (1906)



-In this painting, a group of bearded monkeys and an exotic bird look towards the painter in surprise, as if a noise has suddenly disturbed their play. The lone monkey in the background grips a tree, whilst the apes in the foreground huddle together. A parrot looks on intently. All look fearful, although it appears that only moments earlier they had been playing with manmade objects (note the spilled milk and the back scratcher in front of the apes).

*Exotic Landscape* (1908)



-This later painting shows a number of different monkeys at play, in amongst orange trees. The foliage is less dense than in some other pieces, allowing the observer to note the blue/grey tropical sky in the backdrop. The jungle is made up of many layers, each utilising different shades of green.

#### Key Vocabulary

- Rousseau
- France
- Paris
- Laval
- Post-Impressionism
- Landscape
- Jungle
- Rainforest
- Layers
- Oil on Canvas
- Tiger in a Tropical Storm
- Influence
- Avant-Garde
- Naïve

#### Styles and Techniques

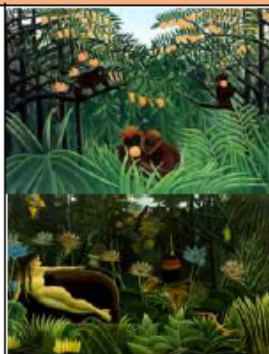
##### Impressionism

-Post-impressionism is the name given to an art movement that developed roughly between 1886 and 1905: it largely centered around France.

-Impressionism had focused heavily on natural-looking light and colour in art, but post-impressionism rejected this, instead using bright and sometimes unnatural colours.

-Both impressionist and post-impressionist focus on real-life subject matter, using thick paint and distinctive brushstrokes, however, post-impressionist artists often added geometric forms, or distorted forms, for effect.

-Post-impressionists also used symbolism and abstract imagery in their work. Rousseau is remembered as a post-impressionist artist who adopted a simplistic, 'naïve' style. Whilst he was not accepted by many of the other famous artists of the time, he is now remembered as a genius.



##### Rainforest/ Jungle Paintings

-Rousseau is famed for his tropical forest and jungle paintings, but it is thought that he never left France!

-Rousseau drew inspiration from the botanical gardens of France in his portrayal of the rainforest.

-Rousseau's jungle paintings were built up meticulously in layers, using a large number of green shades to capture the lush leaves and branches of the jungle.



#### How do I paint like Rousseau?

**Step 2:** Explore different shades of green – blue and black for darker, yellow and white for lighter.

**Step 3:** Use different types of brushes and sponges to create the different textures of the leaves of the forest.

**Step 4:** Consider the shades of the different animals, remembering that post-impressionists use bold, powerful colours. Also think of where to place the sun and how this affects shading.

**A child's Rousseau-inspired rainforest painting.**

**Step 1:** Use your blue/ grey watercolour mixes to create your backdrop. Once dry, use pencil to sketch your foreground flora and fauna.

**Step 5:** Rousseau's paintings are densely packed with flora and fauna – make sure that you leave no white spaces on your page!

**Things you'll need:**  
Coloured construction paper, watercolours, tempera paints, sponges, brushes, pencils.

#### Rousseau Timeline

- |   |   |  |   |   |   |   |   |  |  |  |
|---|---|--|---|---|---|---|---|--|--|--|
| <b>21st May 1844</b><br>Born in Laval, northern France. | <b>1854</b><br>Attended Laval day school. Won awards for drawing and music. | <b>1860</b><br>Worked as a lawyer and studied law. Then did 4 years in army. | <b>1868</b><br>After his father's death, moved to Paris to help mother. | <b>1868</b><br>Married Clemence Boitard, his landlord's daughter. They had 6 children, but only one survived. | <b>1871</b><br>Became a tax collector in Paris. | <b>1898</b><br>Clemence died (he then married Josephine Noury in 1898). | <b>1896</b><br>Begins to exhibit artwork. | <b>1891</b><br><i>Tiger in a Tropical Storm</i> exhibited. | <b>1908</b><br>Picasso meets Rousseau. | <b>2nd September 1910</b><br>Rousseau dies of a blood clot, aged 66. |
|---|---|--|---|---|---|---|---|--|--|--|

# Computing Intent— Programming

## Introduction to Python

Algorithm	A sequence of instructions which, when followed, solve a problem.
Code (computer)	A set of instructions written in programming language, to tell a computer what to do.
Computer command	To give an order or instruction to a computer, to complete a particular task.
Decompose	To break something down into smaller chunks.
Import (software)	To pull another file into software, to place, edit and manipulate.
Indentation (programming)	In programming (for example Python), indentation is used to define a block of code.
Loop	A repeated sequence of instructions.
Nested loop	A loop, within a loop.
Random numbers	An unpredictable sequence or reveal of numbers.
Remix	Something that has been reworked to produce a varying version of the original.
Script libraries	A series of pre-written, functional codes that can be accessed and imported into a program to save time.
Variable	This could be a number or text, that can change each time the program is run and often in combination with selection to change the end result of the program.

## Key facts

Python program to display times tables:

Try this Python code out yourself, and change the variable (input = 'x') to display a different times table chart.

```
# Times tables in Python
input = 10
# Iterate 10 times from i = 1 to 10
for i in range (1, 11) :
    print (input, 'x', i, '=', input *i)
```

- Indentation
- Variable
- Loop

Algorithm to make a cup of tea:

The steps in the algorithm must be followed, if we ignored step one, we would have no hot water!



## Did you know?

Python is used to teach computers how to think for themselves!

This is sometimes known as artificial intelligence (AI) or machine-learning.

They can learn skills such as speech recognition.





# Modern Foreign Languages Intent

## Family



### Ma famille



la mère



le père



le frère



la sœur



la grand-mère



le grand-père



la tante



l'oncle



# Modern Foreign Languages Intent Family



1 Introduce yourself.

Je m'appelle \_\_\_\_\_

J'ai \_\_\_\_ ans

J'habite à \_\_\_\_\_

2 Do you have any siblings?

J'ai... (et = and)

Un frère

Une sœur

Deux frères

Deux sœurs

Trois frères

Trois sœurs

3 Or are you an only child?  
(if you are a boy)

Je suis fils unique.

(if you are a girl)

Je suis fille unique.

4 Who do you live with?

J'habite avec...

**mon**

**ma**

- mon père
- mon frère
- mon oncle
- mon grand-père
- mon beau-père
- mon demi-frère

- ma mère
- ma sœur
- ma tante
- ma grand-mère
- ma belle-mère
- ma demi-sœur

**mes**

- mes parents
- mes oncles
- mes frères
- mes tantes
- mes sœurs
- mes grand-parents

5 Introduce your family members. What are their names?

mon père → s'appelle...

mon frère → s'appelle...

ma mère → s'appelle...

ma sœur → s'appelle...

BUT

mes parents → s'appellent...

6 ...and how old are they?

- |          |             |                     |                    |
|----------|-------------|---------------------|--------------------|
| 1 un     | 11 onze     | 30 trente           | 21 vingt-et-un     |
| 2 deux   | 12 douze    | 40 quarante         | 31 trente-et-un    |
| 3 trois  | 13 treize   | 50 cinquante        | 41 quarante-et-un  |
| 4 quatre | 14 quatorze | 60 soixante         | 51 cinquante-et-un |
| 5 cinq   | 15 quinze   | 70 soixante-dix     | 61 soixante-et-un  |
| 6 six    | 16 seize    | 80 quatre-vingts    |                    |
| 7 sept   | 17 dix-sept | 90 quatre-vingt-dix |                    |
| 8 huit   | 18 dix-huit | 100 cent            |                    |
| 9 neuf   | 19 dix-neuf |                     |                    |
| 10 dix   | 20 vingt    |                     |                    |

These ones are a bit different

- REMEMBER:
- 1 unit of ten
  - 2 -
  - 3 number 1-9

Il a \_\_\_\_ ans

Elle a \_\_\_\_ ans

# PSHE Intent— Feelings and Emotions: Worry

## Key Facts

- Families are important for children growing up because they can give love, security and stability
- There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- It is important to judge whether what you are feeling and how you are behaving is appropriate and proportionate
- Mental wellbeing is a normal part of daily life, in the same way as physical health

## I will learn the following new words/phrases:

<b>Worry</b>	<i>To feel anxious or troubled over actual or potential problems.</i>
<b>Anxious</b>	<i>Feeling worried, nervous, or afraid about something certain or uncertain.</i>
<b>Troubled</b>	<i>Having problems or difficulties. Feeling nervous or worried.</i>
<b>Positive action</b>	<i>Doing something that results in a good or beneficial outcome</i>
<b>Prepare for change</b>	<i>To make or get ready for something different.</i>
<b>Mindfulness</b>	<i>Slowing down to really notice what you're doing.</i>
<b>Strategies</b>	<i>A plan, method, or series of actions meant to perform a particular goal or effect.</i>
<b>Managing emotions</b>	<i>To look after and make decisions about your feelings.</i>

## By the end of these topics, I should:

- recognise our thoughts, feelings, and emotions
- identify how we can reduce our feeling of worry
- explain how we can support others who feel worried
- recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people

## Ask me a question!

- How can you manage feelings of worry?
- If someone you know is feeling worried, what could you do to help?
- Who could you talk to to help you manage a difficult emotion?







## Living Things & their Habitats

### Grouping Animals

We can group animals into different groups based on their characteristics.

**fish, mammals, reptiles, amphibians, birds**

We can also group animals based on their diet.

**omnivores, herbivores, carnivores**

We can also group animals based on their bone structure.

**vertebrates and invertebrates**

### Grouping Microorganisms

Microorganisms are **very small** living things. We can classify microorganisms into **five groups**.

**viruses, bacteria, fungi, algae, protozoa**

### Grouping Plants

We can group plants based on how they disperse their seeds.

**wind, explosion, animals, water**

We can group plants on whether they grow a flower.

**flowering or non-flowering**

### Linnaeus Classification

**Carolus Linnaeus** (also known as Carl Linnaeus) was a scientist who developed a detailed way to **classify** all living things known as a **taxonomy**.



His taxonomy helps us to determine what each living thing is. His scientific process involved **observing, recording** the information and making **conclusions**.

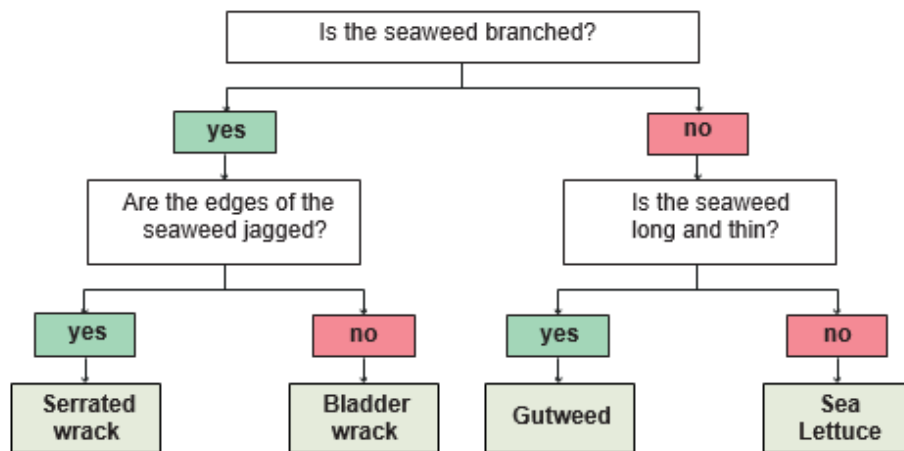


# Science Intent—Livign things and their habitats

## Classification Keys

**Classification keys** usually have statements or questions that describe some of the **features** or **characteristics**. You have to answer either **yes** or **no**. Your answer will then take you to another **question** or **statement** OR the **type of living thing**.

This one looks at the **physical appearance** of **seaweed**.



Seaweed **A** is



Seaweed **B** is



Seaweed **C** is



Seaweed **D** is

## Key Vocabulary

**amphibians** - an animal that is born in the water but develops lungs and lives on land later in its life

**birds** - a type of animal that has wings and is born from a hard-shelled egg

**carnivore** - a living things that just eats meat

**characteristic** - a feature or quality

**classification** - to categorise or group something

**excretion** - to dispose of waste

**fish** - a type of animal that lives in water and has scales, gills and fins

**group** - sorting things based on their similarities

**growth** - to get bigger

**herbivore** - a living thing that just eats plants

**invertebrate** - an animal that does not have a backbone

**mammals** - a type of animal that has hair on its body and usually drinks milk from its mother as a baby

**movement** - to change position

**nutrition** - the food we eat

**omnivore** - a living thing that eats both plants and meat

**reproduce** - to create more of the same species

**reptiles** - a type of animal that is cold-blooded and has scaly skin

**respiration** - taking in gas and giving out another (breathing in humans)

**sensitivity** - using your senses (see, smell, hear, touch, taste)

**taxonomy** - the scientific study of naming, defining and classifying groups of organisms based on shared characteristics

**vertebrate** - an animal with a backbone

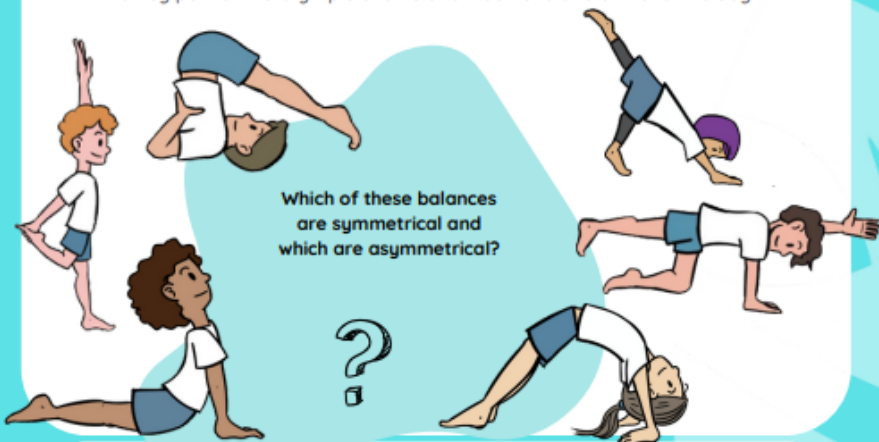


Get Set 4 Education

## Knowledge Organiser Gymnastics Year 5

### About this Unit

Gymnastics began in ancient Greece as a way to exercise and develop physical strength. The Ancient Greeks practiced gymnastics as a way to prepare for war. In 1896, the first modern Olympics took place in Athens, Greece. Gymnastics was a key part of the Olympic events and traditions and still is to this day.



### Key Vocabulary

- asymmetrical:** not equal on both sides
- canon:** when performers complete the same action one after the other
- cartwheel:** an inverted movement performed on hands and feet
- decide:** to choose
- extension:** moving a body part outwards or straight
- identify:** recognise
- inverted:** where hips go above head
- matching:** to perform the same action as someone else
- mirroring:** reflecting the movements of another person as if they are a reflection
- momentum:** the direction created by weight and power
- observe:** watch
- pathways:** designs traced in space (on the floor or in the air)
- performance:** the complete sequence of actions
- quality:** the standard of the skill
- stable:** to be balanced
- symmetrical:** two parts that match exactly
- synchronisation:** moving at the same time
- transition:** moving from one action or position to another



### Ladder Knowledge



- Shapes:** Shapes underpin all other skills.
- Inverted movements:** Sometimes you need to move slowly to gain control and other times you need to move quickly to build momentum.
- Balances:** Use contrasting balances to make your sequences look interesting.
- Rolls:** Work within your own capabilities, this may be different to others.
- Jumps:** Use jumps to link actions. Change the shape of your jumps to make your sequence look interesting.

### Movement Skills

- symmetrical and asymmetrical balances
- rotation jumps
- straight roll
- forward roll
- straddle roll,
- backward roll
- cartwheel
- bridge
- shoulder stand

This unit will also help you to develop other important skills.

- Social** work safely, support others, collaboration
- Emotional** confidence, perseverance, resilience, determination
- Thinking** observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences

### Strategy

Use different pathways to help make your sequence look interesting.

### Healthy Participation

- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

If you enjoy this unit why not see if there is a gymnastics club in your local area.



### How will this unit help your body?

balance, co-ordination, flexibility, strength

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)



### Limbo

**What you need:** a long stick or rope (maybe dressing gown ropes tied together), three people.

#### How to play:

- Two people hold either end of the stick at chest height.
- Top tip: hold it in cupped hands so that it will fall easily when touched.
- Players take turns going under the stick without touching it. Each time they complete a round the stick gets lowered.

**Rules:** Only your feet can touch the floor.

Top tip: bend your knees and lean as far back as needed to travel under the stick.



[www.getset4education.co.uk](http://www.getset4education.co.uk)

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



Get Set 4  
Education

## Knowledge Organiser Gymnastics Year 6

### About this Unit

Gymnastics traces its roots back to ancient Greece, where it was a crucial part of physical training. The word "gymnastics" even comes from the Greek word "gymnos," meaning naked, as ancient athletes often practiced in the nude. There are two main types of gymnastics: artistic and rhythmic. Artistic gymnastics includes those jaw-dropping flips and twists you see on the Olympic vault and floor routines. Rhythmic gymnastics, on the other hand, features elegant dance moves and performances with apparatus like ribbons and hoops.

### Perfect Performance Tools



canon

synchronisation

matching

mirroring

forwards

backwards

sideways

symmetrical

asymmetrical

Use these performance tools to improve the quality of your sequences.



### Key Vocabulary

**aesthetics:** how a performance or skill looks  
**competent:** able to perform  
**contrasting:** different to one another  
**counter balance:** creating a balance by pushing against a partner  
**counter tension:** creating a balance by pulling away from a partner  
**engage:** to activate  
**execution:** completing the action  
**flight:** time in the air  
**formation:** where performers are in the space in relation to others  
**handstand:** an inverted balance in which weight is held on hands  
**progression:** a stage of a skill  
**refine:** to improve the quality  
**structure:** the way in which a sequence is ordered or organised  
**vault:** performing an action over a piece of apparatus



### Ladder Knowledge



#### Shapes:

Use clear shapes when performing other skills.

#### Inverted movements:

Spreading your weight across a base of support will help you to balance.

#### Balances:

Apply force to maintain control and balance.

#### Rolls:

You can use momentum to help you to roll. This momentum will come from different body parts depending on the roll you are performing.

#### Jumps:

Taking off from two feet will give you more height and therefore more time in the air.

### Movement Skills

- straddle roll
- forward roll
- backward roll
- counter balance
- counter tension
- bridge
- shoulder stand
- handstand
- cartwheel
- flight

This unit will also help you to develop other important skills.

**Social** work safely, collaboration, communication, respect

**Emotional** independence, confidence, determination

**Thinking** observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences

### Strategy

Use changes in formation to help make your sequence look interesting.

### Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

If you enjoy this unit why not see if there is a gymnastics club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility, strength

### Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Cereal Box Challenge



**What you need:** an empty cereal box, one or more players.

#### How to play:

- Place the cereal box on the floor.
- Pick the cereal box up using only your mouth.
- Nothing but your feet can touch the floor.
- If successful tear an inch from the top of the cereal box and play the game again.
- Repeat the challenge, taking an inch from the box each time.

Top tip: hold onto your leg/s to help you to balance.



[www.getset4education.co.uk](http://www.getset4education.co.uk)

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136