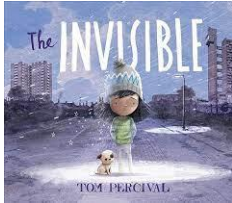
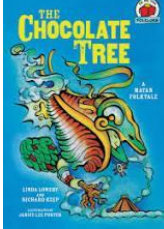





Week to Week Progression Planner- Framfield CE Primary School

Year Groups: 5/6
Term 1 and 2

Topic Title: Marvellous Mayans


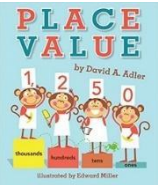
Wk beginning	04/09	11/09	18/09	25/09	02/10	09/10	16/10
Special Events	Set expectations for all subjects and behaviour		PGL WEEK		Black History Month 1 st - Nat. Poetry Day Wicked Young Writers Comp tbc Libraries Week		
English-  	How does Tom Percival show feelings to the reader? (sadness and loneliness) How does this story relate to real-life? (research poverty figures, headlines, charity work) How do we persuade a reader? (persuasive letter to government about poverty)	What is a <u>folk tale</u> ? How can I summarise a Mayan folktale? (key characters and events) What must a folk tale have? How do I develop a folk tale? Plot point 1 introduction		Plot point 2 How do I portray a character in a folk tale? Plot point 3 How do I create a problem in a folk tale? (contrasting character) Plot point 4 How do I develop a resolution in a folk tale? How do I present a folk tale?	How do people discuss different perspectives? Debate How do writers show more than one point of view? Analysis of balanced arguments Plan balanced argument	Learning chunk 1 How do I develop an introduction? Learning chunk 2 How do I show one side of the argument? Learning chunk 3 How do I show an opposing viewpoint? (conjunctions) Learning chunk 4 How do I develop a conclusion? (summarise and own opinion)	How do writers use poetry to impart knowledge? (Mayan poetry)
	How do writers develop informative sentences?	How do writers select the information that they wish to share? (research task)		How do writers use a formal tone in non-fiction writing? (oracy and introduction writing of <u>information text</u>)	How do writers structure an information text? (subheadings)	How do writers develop a golden thread? (cohesive devices- adverbials, conjunctions, synonyms, pronouns,) 2 nd paragraph	



Week to Week Progression Planner- Framfield CE Primary School

Year Groups: 5/6

Topic Title: Marvellous Mayans

<p>English- Guided Reading</p> 	<p>Session 1- Use evidence to predict (close read)</p> <p>Begin core text- controlled reading sessions Skills covered: accuracy, fluency, reading for meaning, understanding words in context, inferring information, following a text, decoding words, taking note of punctuation, sharing ideas, noting themes, discussing writer's choices.</p> <p>Non-fiction– context sessions all lend themselves to close reading sessions</p> <p>Who were the Mayans? What was Mayan life like? What were Mayan cities like? Were Mayans clever?</p>						
<p>Phonics, spelling</p>	<p>Baseline to be assessed for all children- so that groups can be streamed and lessons planned from spelling overviews</p>						
<p>Maths</p> <p>Budgeting: https://www.bbc.co.uk/bitesize/topics/z8yv4wx</p>  <p>How can we show numbers in different ways? (Mayan numerals)</p>	<p>What is a budget? How can we find the best price? (compare and order)</p> <p>How can we keep track of spending? (excel)</p> <p>Place value baseline TTRS baseline</p> <p>How can we show numbers in different ways? (Roman numerals)</p> <p>How can we represent numbers? Y5- to 10,000 Y6- to 100,000</p>	<p>How can we represent numbers? Y5- to 100,000 Y6- to 1,000,000</p> <p>How can we represent numbers? Y5- to 1,000,000 Y6- to 10,000,000</p> <p>How can you compare and order numbers? Link back to prev. week Y5- up to 100,000 Y6- up to 1,000,000</p> <p>How can you compare and order numbers? Link back to prev. week Y5- up to 1,000,000</p>		<p>How do we round numbers? all recap To nearest 10,100 and 1,000</p> <p>How do we round numbers? Round within 100,000</p> <p>How do we round numbers? Y5- Round within 1,000,000 Y6- round within 10,000,000</p> <p>How do we count in powers of 10?</p> <p>How do we show numbers less than one? (negative numbers)</p>	<p>How do we add more than 4-digits? Y6- How do we add and subtract integers?</p> <p>How do we subtract more than 4-digits? Y6- How do we use estimation to check accuracy?</p> <p>How do we use inverse operations?</p> <p>How do we use bar models to solve problems?</p>	<p>How do we solve multi-step problems?</p> <p>What are multiples? Y6- What are common multiples?</p> <p>How do we multiply by 10,100 and 1,000?</p> <p>How do we divide by 10, 100 and 1,000?</p>	<p>What are multiples of 10,100 and 1,000?</p> <p>How do we multiply 4 digits by 1-digit?</p> <p>How do we use the area model (2-digit by 2-digit) (2 lessons minimum)?</p>



Week to Week Progression Planner- Framfield CE Primary School

Year Groups: 5/6

Topic Title: Marvellous Mayans

		Y6- up to 10,000,000		Four operations baselines			
Maths- fractions	Y5 (y6 to recap) What are equivalent fractions? Y6- How do we simplify fractions?	Y5- What are equivalent fractions? Y6- How can we use number lines to show fractions?		How do we change improper fractions to mixed fractions?	How do we change mixed fractions to improper fractions?	How do we count on in parts of a whole number? (number sequences)	How do we compare and order numbers less than 1? Part 1
Science properties of materials https://www.stem.org.uk/resources/community/collecton/12742/year-5-properties-materials	Baseline Can I compare and group different materials together?	What are the different states of matter?		What is a reversible and irreversible change? Is dissolving a reversible or irreversible change? Can I describe an irreversible change?	How can we separate mixtures? filtering sieving evaporating melting dissolving	How can I use a liquid's density to separate it?	Can I separate a mixture? What materials are best for ___?
RE- Gospel 2b.5- What would Jesus do?		What do our choices say about us?	Why did Jesus share the Foundations for Living story? What does the Bible tell us Jesus would do?	What do the 15 sayings from the Sermon on the Mount tell us about Jesus' beliefs about human beings? How do Christians respond to the Bible teachings?	How are different faiths foundations for living similar and different?	How are prayers helpful for Christians?	How do Christians respond to Jesus' teachings What would Jesus do?
History Who were the Mayans?		When was the Mayan civilisation? What other significant events were happening around the world at this time? (meanwhile, elsewhere)		How did Mayans travel?	What and How did Mayans trade?	What was a Mayan city like?	What do artefacts and archaeological digs teach us about the Mayans? Codices- chocolate whisk
Geography Where were the Mayans from?		Where did the Mayans reside? (use of historical clues to locate general area of the Maya)		Where have Mayan cities been found?	How can Mayans use their land? (physical features, rivers, farming)	What trade routes did Mayans take?	



Week to Week Progression Planner- Framfield CE Primary School

Year Groups: 5/6

Topic Title: Marvellous Mayans

<p>PSHE- Relationship year 4</p>		<p>Can I identify the web of relationships that I am part of, starting from those closest to me and including those more distant?</p> <p>Do I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them?</p>	<p>Can I identify someone I love and can express why they are special to me?</p> <p>I know how most people feel when they lose someone or something they love?</p>	<p>Can I tell you about someone I know that I no longer see?</p> <p>Do I understand that we can remember people even if we no longer see them?</p>	<p>Can I explain different points of view on an animal rights issue?</p> <p>Can I express my own opinion and feelings on this?</p>	<p>Do I understand how people feel when they love a special pet?</p> <p>Can I understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet?</p>	<p>Do I know how to show love and appreciation to the people and animals who are special to me?</p> <p>Can I love and be loved?</p>
DT-							
<p>ART- printing Artist- Angie Lewin https://www.angielewin.co.uk/collections/linocut-prints</p> <p>planning inspiration Art--- Design-(Printing)- Resource-Pack- 2020.pdf</p>	<p>What was Mayan art? How was Mayan art used?</p>	<p>What are patterns?</p>		<p>What is printing? Can I make a lino template?</p>	<p>Can I develop a repeating pattern using printing techniques?</p>	<p>Can I develop Mayan printing?</p>	<p>Gallery and evaluation of own work</p>
<p>ZsMusic- Charanga- Livin' on a prayer- Jon Bon Jovi</p>	<p>Listen and appraise Livin' On A Prayer by Bon Jovi a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Livin' On A Prayer Sing the song</p>	<p>Listen and appraise We Will Rock You By Queen Livin' On A Prayer by Bon Jovi a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts Sing the song and play instrumental parts within the song</p>		<p>Listen and appraise Smoke On The Water by Deep Purple Livin' On A Prayer by Bon Jovi a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Improvise (optional extension activities for improvisation) Sing the song and improvise using voices and/or</p>	<p>Listen and appraise Rockin' All Over The World by Status Quo Livin' On A Prayer by Bon Jovi a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Improvise option (optional extension activities for improvisation)</p>	<p>Listen and appraise Johnny B. Goode by Chuck Berry Livin' On A Prayer by Bon Jovi a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Improvise option (optional extension activities for improvisation)</p>	<p>Listen and appraise I Saw Her Standing There by The Beatles Livin' On A Prayer by Bon Jovi a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Choose and play any of the options below, then decide which one to</p>



Week to Week Progression Planner- Framfield CE Primary School

Year Groups: 5/6

Topic Title: Marvellous Mayans

				instruments within the song	f. Compose Sing the song and perform composition(s) within the song	f. Play your composition(s) within the song Choose what you perform today. Start to prepare for the end-of-unit performance	practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Prepare for the end-of-unit performance Performance to school/parents
Computing Computing systems and networks- sharing information https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-sharing-information	Excel session-budgeting linked to The Invisible	Set expectations e-safety linked to the upcoming unit	What are systems?	How do computer systems work?	How is information shared?	How do systems support collaborative working?	What are the strategies for the best collaborative online working? When and how can you use other people's work online?



Week to Week Progression Planner- Framfield CE Primary School



Year Groups: 5/6

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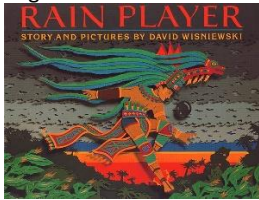
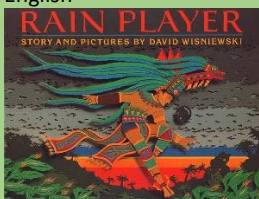


MFL Fast track lessons		<ul style="list-style-type: none">• Introduction to France and the French language• Greetings• Asking for something politely		<ul style="list-style-type: none">• Developing phonic knowledge Colours• Develop understanding of letter string and sound connections colours	<ul style="list-style-type: none">• Developing phonic knowledge• Saying single words colours, numbers (0-6)	<ul style="list-style-type: none">• Exposure to language at text level• Developing phonic knowledge story, numbers (0-6)	<ul style="list-style-type: none">• Exposure to language at text level• Developing phonic knowledge story, numbers 1-12• Developing letter and sound connections numbers, numbers 1-10
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Week to Week Progression Planner- Framfield CE Primary School

Year Groups: 5/6
Term 2

Topic Title: Marvellous Mayans

Wk beginning	02/11	09/11	16/11	23/11	30/11	07/12	14/12
Special Events	Blue Peter Book Awards – shortlist announced	11 th - Remembrance Day 13 th - World Kindness Day			Royal Mail Santa letters Deadline		EYFS / KS1 nativity?
English- 	How do we edit and revise our ideas? How do we take notes? (research pok-a-tok and Mayan sacrifice)		How do writers show contrasting characters? (carried over from t1)	What is a story archetype? How do I develop a story based upon an archetype?		How do writers persuade?	
English- 	How do we develop instructions? (oracy session)	How do we write instructions? (imperative verbs, adverbs and precise nouns/verbs)	How do we structure instructional writing? (rhetorical questions, subheadings, colon and bullet point list)	How do we write an instructional introduction?	How do we show readers what they need? (subheading, bullet point list)	How do we guide readers through a process? (step-by-step sentences, chronological order, imperative verbs, adverbs, precision)	How do we end an instructional piece of writing?
English- Guided Reading  	<p>Session 1- Use evidence to predict (close read)</p> <p>Begin core text- controlled reading sessions Skills covered: accuracy, fluency, reading for meaning, understanding words in context, inferring information, following a text, decoding words, taking note of punctuation, sharing ideas, noting themes, discussing writer's choices.</p> <p>Sessions to explore Mayan folktale- Hero Twins Session 1- Use evidence to predict</p> <p>Skills covered: accuracy, fluency, reading for meaning, understanding words in context, inferring information, following a text, decoding words, taking note of punctuation, sharing ideas, noting themes, discussing writer's choices.</p>						



Week to Week Progression Planner- Framfield CE Primary School

Year Groups: 5/6

Topic Title: Marvellous Mayans

Maths	Can I multiply and divide by powers of 10? What methods can I use to multiply?	Can I use a written multiplication method? Can I use the area model to multiply?	Can I use a written multiplication method? Can I solve problems using multiplication?	What is a factor? What are common factors? What do the terms prime, square and cube describe?	What methods can I use to divide?	What methods can I use to divide?	What are the order of operations (Y6)? How can I use estimation to help calculate? Can I use known facts to reason? y6
Maths	Recap prior learning How do we compare and order numbers less than 1? Part 2	How do we compare and order numbers more than 1?	How do we add and subtract fractions? (like and unlike denominators)	How do we add and subtract fractions? (like and unlike denominators)	How do we multiply fractions?	How do we divide fractions?	
Science	What is a light source? How do our eyes work?	What is reflection? What is refraction?	How does light travel? (make a periscope)		How are shadows formed? (make a puppet theatre)		Assessment
History	What did the Mayans eat? (close read and experience session)		What did the Mayans believe? (ppt and video)	What can we learn about Mayans from what they have left behind? Calendars, writing, buildings (pictures of artefacts and videos)			What happened to Maya civilization?
Geography		Who were the trade partners of the Mayans? What journeys did the Mayans make to trade goods? (Digimaps)			How might the climate have impacted on the Mayan biome?		
PSHE- Celebrating difference year 5	How do cultural differences sometimes cause conflict?	What is racism?	How are rumour-spreading and name-calling linked to bullying behaviour?	What are direct and indirect bullying?	How does my life compare with people in the developing world?	Can I understand different cultures?	
RE- People of God 2b.3- How can following God bring freedom and justice?	What might life as a slave be like?	What were the events of Moses' life?	What are the key themes in the events of the story of Moses?	How did God choose the ten commandments? Which of the ten commandments would have the most impact today?	What might happen if the commandments are not followed fully?	How can we use our learning to persuade people to support Christian charities?	How can following God bring freedom and justice?
DT- Pulleys and gears Can I make a pulley that could move a Mayan block?	Research- What are pulleys and gears? How are they used?	Establish a design criterion Developing own simple pulleys and gears to explore	Establish a design criterion Generating own design based upon the brief	Planning the making stage Develop and test a prototype	Developing the pulley system Improving and refining the model	Evaluate final product	
ART-							
Music							



Week to Week Progression Planner- Framfield CE Primary School



Year Groups: 5/6

Topic Title: Marvellous Mayans

<p>Computing</p> <p>Creating media- vector drawing</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-vector-drawing</p>		<p>Set expectations</p> <p>What is vector drawing?</p>	<p>Can I use objects to develop a vector drawing?</p>	<p>How do grids and resize handles improve consistency in drawings?</p>	<p>How are layers used to develop vector drawing?</p>	<p>How can I manipulate objects to develop my vector drawing?</p>	<p>Can I use evaluations of vector drawings to develop my own work?</p>
<p>Mfl fast track</p>	<ul style="list-style-type: none"> •Reading and writing colours, numbers 	<ul style="list-style-type: none"> • Self-assess progress • Blend sounds to produce words • Develop memorisation strategies <p>pencil case items</p>	<ul style="list-style-type: none"> • Exposure to the sound of the language at text level through a song • Introduction of concept of gender of nouns <p>pencil case items, masculine and feminine nouns</p>	<ul style="list-style-type: none"> • Exposure to the sound of the language at text level through a song • Sentence building <p>Pencil case items, masculine and Feminine nouns, I have</p>	<ul style="list-style-type: none"> • Exposure to the sound of the language at text level through a song • Develop letter and sound connections • Sentence building <p>Pencil case items, song</p>	<ul style="list-style-type: none"> • Produce simple sentences <p>Pencil case items, sentence building</p>	<ul style="list-style-type: none"> •Produce simple sentences •Write words from memory • Assessing progress • Reviewing language <p>sentence building, pencil case items</p>