



# Art: Maya Masks



## ESSENTIAL VOCABULARY

|                              |                                                                           |
|------------------------------|---------------------------------------------------------------------------|
| <b>Relief</b>                | A sculptural technique where shapes project from a flat surface.          |
| <b>Texture</b>               | The surface quality of an artwork, such as smooth, rough or raised.       |
| <b>Symmetry</b>              | When one half of a design mirrors the other.                              |
| <b>Pattern</b>               | A repeated decorative design or motif.                                    |
| <b>Mosaic</b>                | An image or pattern created using many small pieces of coloured material. |
| <b>Ceremonial Mask</b>       | A mask used during important rituals or ceremonies.                       |
| <b>Observational Drawing</b> | Drawing by carefully looking at an object or artwork.                     |
| <b>Sculptures</b>            | Three-dimensional artwork created by shaping or assembling materials.     |
| <b>Composition</b>           | The arrangement of shapes and features within an artwork.                 |
| <b>Evaluate</b>              | To reflect on what has been successful and identify ways to improve.      |



## MAKING LINKS TO PREVIOUS LEARNING. What should we already know?

- How to use a sketchbook to record ideas.
- How artists use line, shapes and colour to communicate meaning.
- How to cut, join and layer materials carefully.
- That artworks can be inspired by different cultures and historical periods.

## MAKING LINKS TO NEW LEARNING. What will we know?

- How Maya masks communicated identity, status and beliefs.
- How artists use relief, texture and pattern to create sculptural artworks.
- How to develop ideas through observational drawing and a relief collage design.
- How to create papier-mache sculpture using layering techniques.
- How to use colour purposefully to enhance a sculptural artwork.
- How to evaluate artwork by reflecting on artistic choices and techniques.

# Je me présente

## phonics

in sound in:  
• cin 5

i sound in:  
• huit 8  
• dix 10

&

silent  
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the words 'Paris' and 'Londres'.

elision

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so *je* becomes *j'* as in *j'habite* as an 'h muet' acts like a vowel in *habite*.

## vocabulary

Numbers 1-20 in French.

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

How to present myself:



Salut ! Je m'appelle Cécile et j'ai dix ans. J'habite à Lyon.

*Hi! My name is Cécile and I am ten years old. I live in Lyon.*

Key questions:

Ça va ? *How are you?*

Comment t'appelles-tu ? *What is your name?*

Quel âge as-tu ? *How old are you?*

Où habites-tu ? *Where do you live?*

## grammar

To understand adjectives better in French and how they may change spelling depending on what they are describing. This is called adjectival agreement.



Je suis française.

*I am French.*

Je suis français.

*I am French.*



First person high frequency verbs:

je suis

*I am*

j'ai

*I have*

j'habite

*I live*

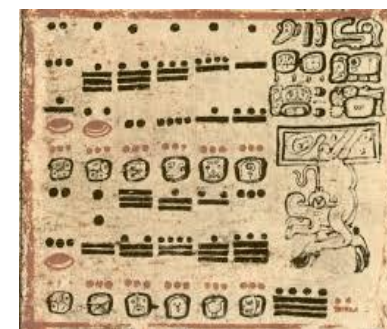
## What I will learn:

- ☐ Objective 1: I will use basic greetings in French, ask somebody how they are feeling and reply when asked to me.
- ☐ Objective 2: I will ask somebody their name in French and reply when asked to me.
- ☐ Objective 3: I will recall numbers 1-10 and count from 11-20 in French.
- ☐ Objective 4: I will learn how to ask somebody how old they are in French and reply when asked to me.
- ☐ Objective 5: I will learn how to ask somebody where they live in French and reply when asked to me.
- ☐ Objective 6: I will learn how to express my nationality in French and understand basic gender agreement rules.



# Marvellous Maya

## KNOWLEDGE ORGANISER



| Key Vocabulary |                                                                                                      |
|----------------|------------------------------------------------------------------------------------------------------|
| Civilisation   | A large organised society with its own was, culture, writing and way of living.                      |
| Mesoamerica    | The historic region (mostly Central America and Mexico) where the Maya lived thousands of years ago. |
| City-State     | An independent city that has it's own kings and laws.                                                |
| Hieroglyphs    | A clever system of writing using picture symbols instead of letters.                                 |
| Decline        | A gradual down-hill slide where a civilisation becomes weaker, loses power or is abandoned.          |
| Deforestation  | Cutting or clearing away huge areas of trees and forests very quickly.                               |
| Drought        | A long, dangerous period of time with almost no rain, causing land and water to dry up.              |
| Agriculture    | The practice of farming, growing crops and keeping animals for food.                                 |
| Invasion       | When an enemy army uses forces to break into another country or city to take it over.                |

How did a civilisation of powerful kings and great inventors decline?

### MAKING LINKS TO PREVIOUS LEARNING. What should we already know?

- How to look at clues from the past (artefacts and ruins) to understand how people used to live.
- That ancient civilisations need water, food sources and strong leaders to grow powerful (like the Romans and Ancient Egyptians).
- The difference between a physical cause and a human cause.

### MAKING LINKS TO NEW LEARNING. What will we know?

- Where the Maya civilisation was located in the world and exactly when they ruled.
- Why the Maya were so successful.
- How human actions can accidentally trigger environmental disasters.
- The impact that long droughts have on the civilisation's water supply and food chain.
- How warfare can affect a country.

Name: .....

Class: .....

Year 5 Term 1

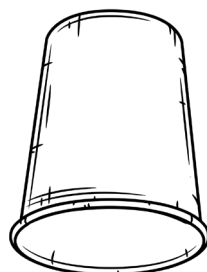
# What shall we do with the drunken sailor?

A triad is made up of 3 alternate notes, played together.



Harmony = singing or playing different notes together.

Practise,  
practise,  
practise!



How to play a triad ...

Play a note, miss a note, play a note, miss, play.

Major triads  
(sound 'happy')

C major = C E G

Minor triads  
(sound 'sad')

A minor = A C E  
D minor = D F A

Accompaniment  
/accompany,  
solo, harmony,  
chord, triad.

Sea shanty = songs sung by sailors. A strong beat is important as it helped sailors work together to make the job easier.

Steady beat,  
strong beat.

Melody  
Bass note  
Major  
Minor

2/4 or 4/4 time signature  
Crotchet  
Quavers  
Semi-quavers

beat

pulse

tempo

pitch

rhythm

duration

dynamics

timbre

structure

texture

## Hey, ho! Nobody home (progression song)

Hey, ho! Nobody home.  
Meat nor drink nor money have I none.  
Still I will be very merry.  
Hey, ho! Nobody home.



For the video, show that you can:

- Add a body percussion action to the steady beat
- You might clap, or stamp or think of your own idea.

| Notation | Name        | Sound     | Action word    |
|----------|-------------|-----------|----------------|
|          | crotchet    | ta        | walk           |
|          | quavers     | ti ti     | jogging        |
|          | semiquavers | tika tika | running faster |

Sea shanties are folk songs that were learnt by listening and passed down over hundreds of years. There are often different versions of the same song.

Shanty man needed!

Requirements: a loud voice,  
good songwriter, good at  
picking the speed of tasks.

A rhythm grid can help you create and remember your ideas. Choose a shanty, draw a grid and write down your body percussion accompaniment ideas. It might look something like this.

|                    |                              |                           |                    |
|--------------------|------------------------------|---------------------------|--------------------|
| <br><br>clap<br>ta | <br><br>table tap<br>tika ti | <br><br>jogg-ing<br>ti ti | <br><br>clap<br>ta |
|--------------------|------------------------------|---------------------------|--------------------|

How confident do you feel singing a sea shanty, playing an accompaniment to the steady beat, and adding your own body percussion rhythm patterns?



Add a comment:



Hey, ho! Nobody home is over 400 years old and would have been sung at Christmas time.

What shall we do with the drunken sailor?

In modern times sea shanties are sometimes sung in **harmony**.

2021 - Drunken Sailor TikTok Sea Shanty Epic Mashup.



### Words you will learn:



#### nutrients

Substances found in food and drink that living things use for life and growth.



#### regulate

To manage thoughts, feelings and actions to stay balanced.



#### response

An action, thought or change that happens because of something else.

### Words you may know:



#### mental health

How your mind is working or feeling.

### Emotions

Emotions happen automatically. You can choose how to respond.



#### happiness

You might feel... confident, proud, hopeful.



#### sadness

You might feel... disappointed.



#### anger

You might feel... frustrated, jealous, guilty.



#### surprise

You might feel... curious.



#### fear

You might feel... nervous, embarrassed.



#### disgust

You might feel... offended.

Your body sends clues as your **feelings** grow stronger.

Some ways to **regulate** your feelings to help you stay balanced include:



calm breathing



go outside



move the body

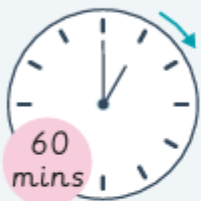


hold something



count something

Different strategies work for different people.



Children your age should be active for at least 60 minutes each day.

Being **active** and taking part in regular **exercise**:

1. Makes the body stronger
2. Improves your energy level
3. Supports your **mental health**

#### Light activity



Does not raise your heart rate  
Hardly changes breathing

#### Moderate activity



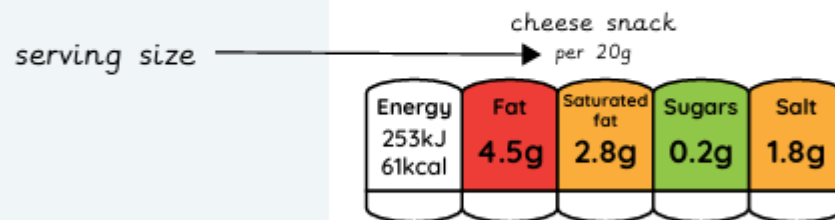
Raises the heart rate  
Makes you feel a bit out of breath

#### Vigorous activity



Increases the heart rate  
Makes you breathe harder and sweat more

To make healthy choices about what to eat, look for the traffic light label on food packaging.



Too many foods high in sugar, fat or salt can leave you feeling unwell.

The colours show if a food has a low (green), medium (amber) or high (red) amount of fat, sugar or salt.

People might need **support** with their **mental health**.

Signs someone might need help include:

- Feeling sad for a long time
- Not enjoying usual activities
- Feeling worried most of the time



Talk to a **trusted adult**



Contact **Childline**  
**0800 1111**

# Term 1 – God

What does it mean if God is loving and holy?



## What should I already know and be able to do?

- Christians believe in God, and that they find about God in the Bible.
- Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this.
- Christians worship God and try to live in ways that please him.
- Identify what a parable is.
- Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians.

## What will I know and be able to do by the end of this topic?

- That Christians believe God is pure and cannot touch sin or wrongdoing.
- Gods love is unconditional, self-sacrificing and unearned.
- Mercy is holding back deserved punishment and Grace is unearned love and forgiveness.
- Christians believe that God is far above, majestic and beyond human limits. They also believe that he is close, personal and involved in human lives.
- Christians understand that God holds high moral standards and cares about fairness and setting wrong things right.
- I can deconstruct biblical metaphors and poetic imagery.
- I will be able to compare and contrast biblical texts and how they describe God in different ways.
- I will be able to explain what holy, loving, justice and grace mean.
- I will express my own opinion on whether it is right to offer second chances or not.

## Key words:

Holy- To serve God and belong to God.

Loving – To feel a lot of care for someone and showing it through kind and helpful actions.

Omnipotent- Having unlimited power or authority.

Omniscient- To know everything.

Worship- A feeling or expression of reverence and adoration for a deity.

Biblical- The act of giving God honor, love and obedience, and is often expressed as an act of humility and awe.

Bible- The holy book of Christians.

Belief – An idea or thought that you feel is true, even if you cannot touch or prove it.

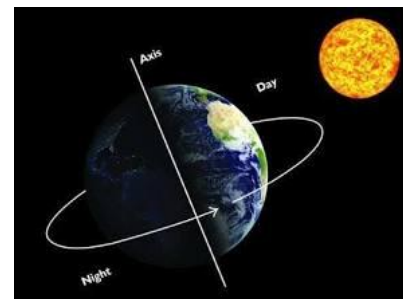
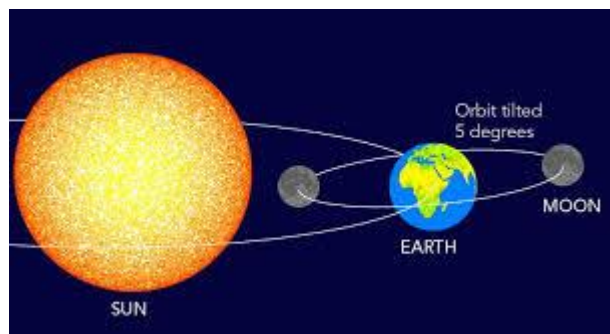
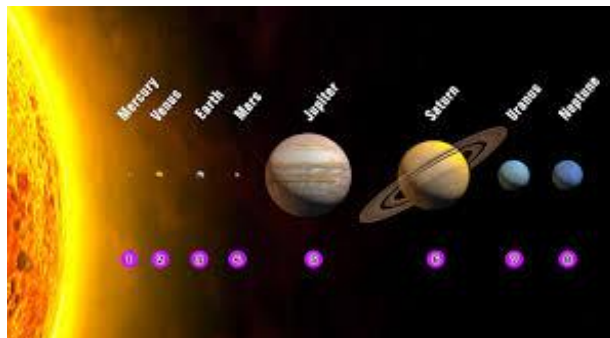
Mercy – Showing kindness and forgiveness to someone when you have the power to punish them.





# Space

## KNOWLEDGE ORGANISER



### Key Vocabulary

|                       |                                                                                                                          |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Sphere</b>         | A completely round, three-dimensional geometric shape, like a ball (the shape of the Earth, Sun and Moon).               |
| <b>Orbit</b>          | The curved path followed by a planet or satellite as it moves continuously around a star or planet.                      |
| <b>Rotation</b>       | The spinning motion of an object around its own central line or axis.                                                    |
| <b>Axis</b>           | An imaginary line through the centre of a planet that it spins around.                                                   |
| <b>Celestial Body</b> | Any natural object outside of the Earth's atmosphere, including stars, planets, moons, and asteroids.                    |
| <b>Crater</b>         | A bowl-shaped hollow area made in the surface of a planet or moon when a flying object like a meteorite crashes into it. |
| <b>Satellite</b>      | Any object that orbits around a larger planet. The Moon is Earth's only natural satellite.                               |
| <b>Lunar Month</b>    | The time it takes for the Moon to complete a full cycle of all its phases and orbit the Earth once (about 29.5 days).    |
| <b>Solar System</b>   | A collection of planets, moons, and asteroids that all orbit around a central star (our Sun).                            |

### MAKING LINKS TO PREVIOUS LEARNING.

#### What should we already know?

- That darkness is simply the absence of light.
- Light travels from a source, hits an object,
- Shading occurs when an opaque object blocks light passing from a source (like the sun shining on Earth).
- Working scientifically involves observing patterns, taking basic measurements and recording simple data.

### MAKING LINKS TO NEW LEARNING.

#### What will we know?

- Describe the Sun, Earth and moon as spherical bodies.
- Explain that the Sun doesn't move at the centre of our solar system, the Earth orbits the sun and the Moon orbits the Earth.
- Name the eight planets of our solar system in correct order starting from the Sun.
- The further the planets are away from the sun, the longer it takes to complete their orbit.
- Explain how day and night are created by the rotation of the Earth on its axis every 24 hours.
- Identify different parts of the Moon's cycle of phases.

# Year 5 Term 1A Overview

Objectives that are in pink are a Y5/Y6 statutory requirement and individual words highlighted pink are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

| Week 1<br>Words with endings that sound like /shuhs/ spelt with -cious | Week 2<br>Words with endings that sound like /shuhs/ spelt with -tious or -ious | Week 3<br>Words with the short vowel sound /i/ spelt with y | Week 4<br>Words with the long vowel sound /i/ spelt with y | Week 5<br>Homophones & near homophones | Week 6<br>Homophones & near homophones |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------|----------------------------------------|----------------------------------------|
| vicious                                                                | ambitious                                                                       | symbol                                                      | apply                                                      | past                                   | farther                                |
| gracious                                                               | cautious                                                                        | mystery                                                     | supply                                                     | passed                                 | father                                 |
| spacious                                                               | fictitious                                                                      | lyrics                                                      | identify                                                   | proceed                                | guessed                                |
| malicious                                                              | infectious                                                                      | oxygen                                                      | occupy                                                     | precede                                | guest                                  |
| precious                                                               | nutritious                                                                      | symptom                                                     | multiply                                                   | aisle                                  | heard                                  |
| conscious                                                              | contentious                                                                     | physical                                                    | rhyme                                                      | isle                                   | herd                                   |
| delicious                                                              | superstitious                                                                   | system                                                      | cycle                                                      | aloud                                  | led                                    |
| suspicious                                                             | pretentious                                                                     | typical                                                     | python                                                     | allowed                                | lead                                   |
| atrocious                                                              | anxious                                                                         | crystal                                                     | hygiene                                                    | affect                                 | mourning                               |
| ferocious                                                              | obnoxious                                                                       | rhythm                                                      | hyphen                                                     | effect                                 | morning                                |



### Overview



#### Systems

- You should also know that Information technology (I.T.) includes computers and things that work with computers.
- You should also know that computers have Input, Process and Output (IPO) components.
- Computer systems are built using a number of parts.
- Computer systems can communicate with other devices.
- There are many, many different kinds of computer systems all around the world, ranging from small-scale to large scale.

### Systems

- Systems are a set of things working together as parts of a whole.
- Computer systems are made up of inputs (something that sends a message to the device), processes (the way the device acts on the message) and outputs (something that is sent out by the device). Below are some examples.

#### Washing Machine:

- Input: Dials and buttons.
- Process: The computer inside follows a program.
- Output: The clothes are washed and the display shows the remaining time.



#### DVD Player:

- Input: The disc is inserted and play is pressed on the remote.
- Process: The system reads the information on the disc
- Output: The screen displays the movie/ show.



#### Smart Locker:

- Input: The customer scans in a barcode.
- Process: The code is recognised by the system.
- Output: The correct locker is opened.



### Transferring Information

#### Protocols and Packets

- Protocols are an agreed way of doing something. When we communicate, we use an agreed set of protocols (greeting, speaking, listening, etc.).
- In computing, agreed protocols are the way that computers communicate with one another.
- The digital information they send is called a 'packet.'
- Media, files and information can be shared on the internet either privately via email/cloud space or publicly on websites.



#### IP Addresses

- Computers and their users are not always in the same place as one another.
- With billions of computers around the world, computers need to send the information to the correct place.
- To do this, computers use special addresses called IP addresses. They may look like this:

From: 216. 58. 1. 214

To: 216. 64. 1. 20

My IP Address  
63.255.173.183



### Working Together

- Collaborating is another word for working together on something, to reach a shared goal.
- The internet can be used to help people collaborate online, even when they are a long distance apart!
- ‘Chat’ functions can be used keep each other updated with new information.
- Shared ‘cloud’ spaces and online drives can allow one or more person to have access to/ edit documents.
- When building upon someone else’s work, you need to be aware of copyright and intellectual property rules.



### Important Vocabulary

System Connection Digital Input Process Output Protocol Address Chat Collaboration IP Address