

Year group: 5 Term: Autumn 1

Focus Subject: History



Educate
Protect
Love
Serve

BIG Question: When did the Early Islamic civilisation begin and how enormous did it become?

Key Vocabulary: Prophet, society, religion, conflict, Rashidun, Umayyad, Abbasid, Caliphate, Caliph, revolution, Judaism, Christianity, Islam, capital city, settlement, society, culture, allies, trade, economic history, caravan, scholar, academic, translation, academy, library, university

Practise at Home:

Complete homework grid.
Spellings
TTRS

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Experience day

Relationships and Health Education:

We were created individually by God who cares for us and wants us to put our faith in Him.

- Physically becoming an adult is a natural phase of life.
- Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!
- To know that God calls us to love others.
- To know ways in which we can participate in God's call to us.

As Musicians, we will: listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.

DT: As designers, we will:

N/A

RE: as theologians, we will:

Some children will be able to **make links** between their about talents and qualities and how they use them and affects others.



Some children will be able to **compare** their own and other people's ideas about questions of talents and qualities.

Some children will be able to **make links** between the words of Paul and the Christian's belief in peace.

Some children will be able to **give reasons** why Christians believe in peace.

Some children will **begin to show understanding** of how beliefs and values affect our love and care of each other.

Some children will be able to **describe and show an understanding** of the scripture, beliefs, feelings and the experience of being made in image and likeness of God.

Science: As scientists, we will: Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.



Maths: As mathematicians, we will:

Many of the models and images used previously will be further extended to include 5-digit numbers so that children can flexibly work with all numbers to 100,000. This unit provides the foundation for working with numbers up to 1,000,000 and develops fluency with place value to support calculating during the year. Children know the value of each digit in numbers up to 100,000 and can represent them in different ways. They can identify the two multiples of 10, 100, 1,000 or 10,000 that a number lies between and apply this understanding to rounding. They can flexibly partition numbers, appreciating that the combined parts must still be equivalent to the whole. Also, they can apply their knowledge of place value and the number line to compare and order 4- and 5-digit numbers.

PE: As athletes, we will:

I can describe and demonstrate several balances with a partner to include matching, mirroring and contrasting balances on the floor and apparatus with good body tension. develop and perform 4 part and full body weight partner balances and link 2 together with body tension.

English: As readers and writers, we will:

Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

MFL: As linguists, we will learn: Phonics: the SSC (sound-symbol correspondences) revisited and/or introduced this term are: Silent Final Consonant [SFC] | Silent Final E [SFe]
[a] [an/am/en/em]
[i] [in/im] [qu]
[u] [ou] [on] [au/eau/o/ô]
open and closed [eu]
We also revisit liaison.

Vocabulary: greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quell ? quelle ?

Grammar: être (plural) regular plural adjective agreement (-s) avoir (plural), singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)

Art: As artists, we will:

be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to know about great artists, architects and designers in history.

History: As historians, we will:

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims,

Geography: As geographers, we will: N/A

Computing: As programmers, we will: Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

Grammar	GPS Focus Word classes ISPACE Expanded noun phrases Relative clauses	GPS Focus Fronted adverbials Commas Subordinating conjunctions Coordinating conjunctions	GPS Focus Subordinating clauses Relative clauses	GPS Focus Parenthesis Rule of 3	GPS Focus Similes metaphors	GPS Focus Ambitious vocabulary and word choices	GPS Focus Cohesion and cohesive devices
Maths	Focus: Place value within 1,000,000 Roman numerals Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Arithmetic paper	Focus: Place value within 1,000,000 Read and write 5- and 6-digit numbers Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Arithmetic paper	Focus: Place value within 1,000,000 End of unit check (IXL) Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Arithmetic paper	Focus: Place value within 1,000,000 Round numbers to the nearest 100,000 Round numbers to the nearest 10,000 Round numbers to the nearest 10, 100 and 1,000 End of unit check (IXL) Arithmetic paper	Focus: addition and subtraction Mental strategies (addition) Mental strategies (subtraction) Add whole numbers with more than 4 digits 1 Add whole numbers with more than 4 digits 2 Arithmetic paper	Focus: addition and subtraction Subtract whole numbers with more than 4 digits 1 Subtract whole numbers with more than 4 digits 2 Round to check answers Inverse operations (addition and subtraction) Arithmetic paper	Focus: addition and subtraction Multi-step addition and subtraction problems 1 Multi-step addition and subtraction problems 2 Solve missing number problems Solve comparison problems End of unit check (IXL)
Science	What makes something pure? <ul style="list-style-type: none"> Define a pure substance Give examples of pure substances Explain how we can tell if something is pure or not 	What makes something a mixture? <ul style="list-style-type: none"> Know what a mixture is Give examples of mixtures of substances from the same state of matter Give examples of mixtures of substances from different states of matter 	What is a formulation? <ul style="list-style-type: none"> Describe what a formulation is and give examples Explain why formulations are useful 	How can we separate mixtures into pure substances? <ul style="list-style-type: none"> Describe how to remove large solids from a mixture Describe how to remove insoluble substances from a mixture Describe how to remove soluble substances from a mixture 	How can you separate a mixture of sand, salt and water? <ul style="list-style-type: none"> Define 'solution', 'solute', 'solvent', 'soluble' and 'insoluble' Describe how to use filtration to separate some mixtures Describe how you can use evaporation to separate some mixtures 	How can we separate river water into separate substances? <ul style="list-style-type: none"> Separate substances in river water Evaluate the method for separating substances in river water Suggest how an environmental scientist could check the water quality in a river 	

<p>RE</p>	<p>➤ Season of Creation</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Let Justice and Peace Flow</p> </div>	<p>EXPLORE</p> <p>LEARNING INTENTION: A deepening awareness of 'Who I am'.</p> <p>LEARNING FOCUS 1: You are a holy people.</p> <ul style="list-style-type: none"> ➤ Design a leaflet entitled 'Happy are the Peacemakers' – which outlines St. Paul's words and how we might live these out through our thoughts and actions. ➤ 	<p>LEARNING FOCUS 2: The qualities God gives us and wants us to develop.</p> <ul style="list-style-type: none"> ➤ Look at the scripture from Learning Focus 1 and 2 which talks about the qualities that God gives us. How can we develop and use these qualities in our families to show God's unconditional love and care for people and the world in which we live? Within a template of a human figure write the qualities which you think God has given us. Draw an arrow from each quality indicating how these might be developed. <p>LEARNING FOCUS 3: Our unique God given qualities and gifts and our appreciation of difference.</p> <ul style="list-style-type: none"> ➤ Write an acrostic poem using the word <i>UNIQUE</i>, which includes some reasons for your thoughts and actions. 	<p>LEARNING FOCUS 4: Christians are called to be like God and sometimes it takes courage to use these qualities for the service of others</p> <ul style="list-style-type: none"> ➤ Describe the qualities and talents of a person who might be a role model. Create a 'charter to live by' outlining these qualities and talents. Present the findings to the class. Provide an opportunity for the class to discuss their favourite person, giving reasons for their choice. <p>LEARNING FOCUS 5: Using our God given gifts, qualities and talents.</p> <ul style="list-style-type: none"> ➤ Give thanks to God, in a litany, for the many talents and qualities in the class that can be shared for the good of each other. (Explain that a litany is a traditional form of prayer. It is composed of short phrases and a short response e.g. the litany could list qualities, talents with an appropriate response such as: <i>We thank you Lord.</i>) Recite the litany in different ways e.g. using solo voices/pairs/ groups, etc. Use ICT to create the text and images for the litany. 	<p>LEARNING FOCUS 6: God as a loving parent.</p> <ul style="list-style-type: none"> ➤ In small groups read and discuss the poem, 'Footprints' saying what you like and understand about it. On a template of a foot write a prayer of thanks to God about a time when you felt God's support and strength. Create a class display. <p>RESPOND</p> <p>Remembering, celebrating and responding to a deepening awareness of 'Who I am,' and ourselves as made in the image and likeness of God</p>	<p>EXPLORE</p> <p>Our lives are marked by many different experiences of being welcomed into new situations and groups.</p> <p>We recognise the importance of welcome, of feeling comfortable with new situations and belonging to new groups. We belong to families, to work places and to social groupings.</p> <ul style="list-style-type: none"> Q What experiences of belonging can you recall in the family, at work or in leisure time? Q Are these good experiences? Are there any difficulties? Q What difference does 'belonging' make in your life? <p>LEARNING FOCUS 1: We All Have a Mission</p> <ul style="list-style-type: none"> ➤ Think of someone you know or have heard about whose mission is very clear, write a biography of that person, saying how they live their mission and why? Show how their life measures up to the standard that God set as seen in Ephesians 4 1-7 	<p>LEARNING FOCUS 2: The Different Ways of Living Our Mission</p> <ul style="list-style-type: none"> ➤ Using what you have discussed in the key questions and the reading from Ephesians, design a job description for the position/role of someone in Christian service and explain how the person must have grown up to be like Christ. <p>LEARNING</p> <p>FOCUS 3: The Sacrament of Marriage; The Promises</p> <ul style="list-style-type: none"> ➤ Create a prayer for married people, asking God for his strength and guidance. Incorporate the prayer into a wedding card you have designed.
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Music	<p>Activity 1: Musicianship</p> <p>As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use <i>Improvise Together</i> as an optional activity for variation and enrichment.</p>	<p>Options Activity 2: Listening</p> <p>In this Unit, the children will listen and respond to the following: Step 1: <i>Ghost Parade</i> by Joanna Mangona and Pete Readman Step 2: <i>Lively</i> by Quinn Mason Step 3: <i>Words Can Hurt</i> by Joanna Mangona and Pete Readman Step 4: <i>His Eye Is On The Sparrow</i> by Charles H. Gabriel and Civilla D. Martin Step 5: <i>Joyful, Joyful</i> by Mervyn Edwin Warren and Henry van Dyke</p>	<p>Activity 3: Singing</p> <p>Learn to Sing the Song You will have warmed up your voices in Understanding Music. On the screen, you will have the option to break the song down into manageable learning sections. Add clapping and movement in the relevant sections and have fun! There is an option to follow the score if you wish to see the notated version. Unit 1 Songs to Be Learnt: • Song 1 – <i>Ghost Parade</i> by Joanna Mangona and Pete Readman • Song 2 – <i>Words Can Hurt</i> by Joanna Mangona and Pete Readman • Song 3 – <i>Joyful, Joyful</i> by Mervyn Edwin Warren and Henry van Dyke</p>	<p>Activity 4: Playing</p> <p>There are also four differentiated parts available for each band instrument; Part 1 is the harder part. Instrumental parts are available for the following songs in this unit: • Step 1 – <i>Ghost Parade</i> by Joanna Mangona and Pete Readman • Step 3 – <i>Words Can Hurt</i> by Joanna Mangona and Pete Readman</p>	<p>Activity 5: Composing and Improvising</p> <p>Think about the differences between improvising and composing. As you know, when someone improvises, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again. If you write your improvisation down in any way, it becomes a composition and you can play it again with your friends. The music comes from inside the performer and belongs to them; it's not a question of doing it 'right' or 'wrong'. If the activity is set up properly within correct musical boundaries, children can only succeed.</p>	<p>Activity 6: Performing</p> <p>Perform and share the learning that has taken place in each lesson and at the end of the unit. Here, you have the opportunity to share the fun you had in the lesson. You can sing and add any of the musical activities you have practised with the song/s. Create and present a holistic performance. This will be a short performance for sharing at the end of the lesson. As a class, you can perform at any time to an audience. You might decide to organise a special concert at a different time. Talk together with the children about each element of the lesson/s and what they would like to perform. Share thoughts and feelings.</p>	
Art	<p>Introduction to Typography</p> <p>To understand how typography can be used creatively to communicate thoughts and ideas.</p>	<p>Design Type</p> <p>To create my own typeface inspired by my own interests.</p>	<p>Strong Drawings</p> <p>To make my drawings strong and powerful.</p>	<p>Messages in Maps</p> <p>To apply my new typography skills and my powerful drawings skills to make a visual map.</p>	<p>Messages in Maps</p> <p>To apply my new typography skills and my powerful drawings skills to make a visual map.</p>	<p>Share, Reflect, Discuss</p> <p>To display the work made through the half term and reflect on the outcomes.</p>	
DT						.	
PE	<p>AC Swimming</p> <p>GA Hockey</p>	<p>Swimming</p> <p>Hockey</p>	<p>Swimming</p> <p>Hockey</p>	<p>Swimming</p> <p>Hockey</p>	<p>Swimming</p> <p>Hockey</p>	<p>Swimming</p> <p>Hockey</p>	<p>Swimming</p> <p>Hockey</p>

Computing	<p>Systems</p> <p>To explain that computers can be connected together to form systems</p> <ul style="list-style-type: none"> I can explain that systems are built using a number of parts I can describe the input, process, and output of a digital system I can explain that computer systems communicate with other devices 	<p>Computer systems and us</p> <p>To recognise the role of computer systems in our lives</p> <ul style="list-style-type: none"> I can identify tasks that are managed by computer systems I can identify the human elements of a computer system I can explain the benefits of a given computer system 	<p>Searching the web</p> <p>To identify how to use a search engine</p> <ul style="list-style-type: none"> I can make use of a web search to find specific information I can refine my web search I can compare results from different search engines 	<p>Selecting search results</p> <p>To describe how search engines, select results</p> <ul style="list-style-type: none"> I can explain why we need tools to find things online I can recognise the role of web crawlers in creating an index I can relate a search term to the search engine's index 	<p>How search results are ranked</p> <p>To explain how search results are ranked</p> <ul style="list-style-type: none"> I can order a list by rank I can explain that a search engine follows rules to rank results I can give examples of criteria used by search engines to rank results 	<p>How are searches influenced?</p> <p>To recognise why the order of results is important, and to whom</p> <ul style="list-style-type: none"> I can describe some of the ways that search results can be influenced I can recognise some of the limitations of search engines I can explain how search engines make money 	
History	<p>Context Lesson – Chronology, Enquiry Question and Vocabulary</p> <p>When was Islam founded?</p>	<p>Historical Enquiry Lesson – What happened after the death of Muhammad?</p> <p>Identify what life was like in the early Caliphates</p>	<p>Historical Enquiry Lesson – The Abbasid revolution and a new capital city</p> <p>What was the Abbasid capital called?</p>	<p>Historical Enquiry Lesson – What was the city of Baghdad like?</p> <p>To collate evidence from multiple sources</p>	<p>Historical Enquiry Lesson – Why were the silk roads important?</p> <p>To understand the value of trade through Baghdad</p>	<p>Historical Enquiry Lesson – What does the House of Wisdom reveal about the civilisation</p> <p>To identify short and long-term impacts</p>	
PSHE/ RSE						<p>Calming the storm</p> <p>We were created individually by God who cares for us and wants us to put our faith in Him.</p> <ul style="list-style-type: none"> Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! 	<p>Is God calling you?</p> <ul style="list-style-type: none"> To know that God calls us to love others. To know ways in which we can participate in God's call to us.