

**Year group: 5**

**Term: Summer 2**

**Topic: Baghdad and the Middle East**



Literacy

**Book Talk**

**Book:** Parvana's Journey

**Author:** Deborah Ellis

Pupils will learn to:

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.
- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
- Retrieve, record and present information from non-fiction.

**Writing Genres**

**Journey 1:** Recount- Diary Entry

**Journey 2:** Dilemma Narrative

**Creative Writing 1:** Explanation Text

**Creative Writing 2:** Poetry

**Assessed Writing:** Recount-Diary Entry ~ Origins

Pupils will learn to:

- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader.
- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.
- Convert nouns or adjectives into verbs using suffixes.
- Indicate degrees of possibility using adverbs.
- Use commas to clarify meaning or avoid ambiguity.

## **Recount- Diary Entry**

### **Immerse**

- To explore the lives of children living in war-torn countries.
- To read a chosen selection of diary entries to familiarise with the writing genre.
- To create mind maps to examine the thoughts and feelings of characters in a chosen text.

### **Analyse**

- To use a given text, identify layout features and technical vocabulary.

### **Skills**

- To use modal verbs
- To use dashes for parenthesis
- To use the spelling rule- -ent, -ence/-ency after a soft c (/s/sound)

### **Plan**

- To plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

### **Write**

- To draft and write a diary entry using modal verbs, dashes for parenthesis and the spelling rule -ent, -ence/-ency.

### **Review**

- To evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- To proof read for punctuation errors.

## **Dilemma Narrative**

### **Immerse**

- To explore and mind map different dilemmas the children have experienced in their lives.

### **Analyse**

- To use a given text, identify layout features and technical vocabulary.

### **Skills**

- To use cohesion within a paragraph
- To use relative clauses beginning with who, which and where
- To use the spelling rule- hyphens

### **Plan**

- To plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

### **Write**

- To write the opening and build up of a dilemma narrative using cohesion and relative clauses beginning with who, which and where.
- To write the problem and resolution of a dilemma narrative using cohesion and the spelling rule- hyphens.
- To write the ending of a dilemma narrative using cohesion within the paragraph.

### **Review**

- To evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- To proof read for punctuation errors.

Maths

**2D and 3D Shape**

- To identify, compare and classify 2DD shapes.
- To reason about regular and irregular polygons using their properties.
- To compare and classify triangles based on their properties.
- To identify, compare and classify quadrilaterals based on their properties.
- To use the term diagonal and make conjectures about angles formed.
- To identify, compare and classify 3D shapes based on their properties.
- To recognise 2D representations of 3D shapes.
- To construct simple 3D shapes, including making nets.
- To illustrate and name parts of a circle.

**Volume**

- To understand and use cube numbers and cubed notation.
- To use one-centimetre cubes to estimate volume.
- To visualise and estimate the volume of solids.
- To convert units of volume.

**Problem Solving**

- To calculate intervals across zero.
- To explore remainders after division.
- To explore mean averages.
- To reason and calculate in the context of money.
- To investigate consecutive numbers.
- To investigate palindromic numbers.
- To investigate multiples of nine.

Science

**Getting Older**

Pupils will know and understand:

- How humans change and grow.
- How babies and children develop.
- How gestation is different for different mammals.
- What puberty is.
- What adolescence is.
- How adults grow into old age.

Pupils will learn:

- To describe the changes as humans develop into old age.

Geography

History	<p><b><u>Baghdad and the Middle East</u></b>  Pupils will know and understand:</p> <ul style="list-style-type: none"> <li>• How and why was Baghdad built.</li> <li>• Why this period was called the Golden Age of Islam.</li> <li>• How Baghdad became a centre of learning.</li> <li>• Who advanced science, mathematics and medicine and why they were important.</li> <li>• How Baghdad compared to London in 900CE.</li> <li>• How the Golden Age of Islam came to an end.</li> </ul> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To study a non-European society that provides contrasts with British history.</li> <li>• To study Baghdad c. AD 900 in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.</li> </ul>
Art	
Design Technology	<p><b><u>Mechanical Systems</u></b>  Pupils will know and understand:</p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• To design a pop-up book which uses a mixture of structures and mechanisms.</li> <li>• To name each mechanism, input and output accurately.</li> <li>• To storyboard ideas for a book.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>• To follow a design brief to make a pop-up book, neatly and with focus on accuracy.</li> <li>• To make mechanisms and/or structures using sliders, pivots and folds to produce movement.</li> <li>• To use layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• To evaluate the work of others and receiving feedback on own work.</li> <li>• To suggest points for improvement.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know that mechanisms control movement.</li> <li>• To understand that mechanisms can be used to change one kind of motion into another.</li> <li>• To understand how to use sliders, pivots and folds to create paper-based mechanisms.</li> </ul> <p>Pupils will learn:</p>

	<ul style="list-style-type: none"> <li>• To design a pop-up book.</li> <li>• To follow my design brief to make a pop-up book.</li> <li>• To use layers and spacers to cover the working of mechanisms.</li> <li>• To create a high-quality product suitable for a target user.</li> </ul>
Computing	
PE	<p><b><u>Athletics</u></b> Pupils will know and understand how to:</p> <ul style="list-style-type: none"> <li>• Manage pace, sprint, relay changeovers, jump for distance, push throw, pull throw.</li> <li>• Show collaboration, negotiation, communication and support others.</li> <li>• Develop perseverance, confidence, concentration and determination.</li> <li>• Think about observing and providing feedback, selecting and applying knowledge and showing understanding.</li> </ul> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To understand pace and apply different speeds over varying distances.</li> <li>• To develop fluency and co-ordination when running for speed.</li> <li>• To develop techniques in relay changeovers.</li> <li>• To build momentum and power in the triple jump.</li> <li>• To develop throwing with force for longer distances.</li> <li>• To develop throwing with greater control and technique.</li> <li>•</li> </ul>
RE	<p><b><u>Dialogue and Encounter * Pupils will be accessing the new RED curriculum</u></b></p> <p><b><u>Dialogue</u></b> Pupils will know and understand:</p> <ul style="list-style-type: none"> <li>• The many different writers of the Bible were inspired by the Holy Spirit.</li> <li>• What Christians called the Old Testament originates in Hebrew scripture.</li> <li>• The Old Testament is important for Christians because it speaks of God’s covenant with Abraham and is the foundation of the faith of the people of the Old and New Testament: Judaism and Christianity.</li> </ul> <p><b><u>Encounter</u></b> Pupils will know and understand:</p> <ul style="list-style-type: none"> <li>• The Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature.</li> <li>• The Shema prayer is the basic creed of Judaism, it encapsulates the intrinsic unity of the world and its Creator.</li> <li>• That specialist vocabulary is used to describe Jewish beliefs expressed in the Shema prayer.</li> <li>• A mezuzah contains the Shema prayer and on the box is the letter ‘Shin’ or the word ‘Shaddai’ meaning mighty.</li> </ul>

	<p><b><u>Understand, Discern, Respond</u></b>  Pupils will learn:</p> <ul style="list-style-type: none"> <li>• The Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels and other early writings of the Church.</li> <li>• The Church teaches that the Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.</li> <li>• The Bible is translated from different languages into many languages.</li> <li>• The Tanakh uses different names for God that reveal aspects of His nature.</li> <li>• To understand the Jewish beliefs expressed in the Shema prayer.</li> </ul>
French	<p><b><u>Meet My French Family</u></b>  Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To recognise and use phrases to say if they have a brother or sister.</li> <li>• To name different family members on a family tree.</li> <li>• To build descriptive sentences into a short paragraph.</li> <li>• To understand and express simple opinions.</li> <li>• To plan and prepare a short presentation about my family.</li> </ul>
Music	<p><b><u>Composition to Represent the Festival of Colour</u></b>  Pupils will learn and understand:</p> <ul style="list-style-type: none"> <li>• Vocal composition is a piece of music created only using voices.</li> <li>• Varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.</li> <li>• Human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>• Duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</li> </ul> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To understand that music can be represented with colours.</li> <li>• To represent a piece of music as a graphic score.</li> <li>• To create a vocal composition based on a picture.</li> <li>• To create a piece of music inspired by a single colour.</li> <li>• To work as a group to perform a piece of music.</li> </ul>
RSE	<p><b><u>Religious Understanding</u></b>  <b><u>The Trinity</u></b>  Pupils will know and understand:</p> <ul style="list-style-type: none"> <li>• God is Trinity - a community of persons.</li> <li>• Church is the Body of Christ.</li> </ul> <p><b><u>Catholic Social Teaching</u></b>  Pupils will know and understand:</p>

	<ul style="list-style-type: none"> <li>• A deeper understanding of Catholic Social Teaching, growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally; Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation; Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice.</li> </ul> <p><b><u>Living in the Wider World</u></b></p> <p><b><u>Reaching Out</u></b></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> <li>• The principles of Catholic Social Teaching to current issues.</li> <li>• Spreading God's love in their community.</li> </ul>
Immersive Events/Visits/Visitors etc.	