



Year 5 - Autumn Term 1 - Early Islamic Civilisations

As readers and writers we will...

Golden Horsemen of Baghdad by Saviour Pirotta

Writing Genres: Prediction, summary, persuasive writing (as prosecution/defence arguments) setting description, formal letter of complaint, narrative story writing.

N/C OBJECTIVES:

Writing - Composition:

Plan their writing by: ...identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ...noting and developing initial ideas, drawing on reading and research where necessary ...in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:... selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ...in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ...precising longer passages ...using a wide range of devices to build cohesion within and across paragraphs

Evaluate and edit by: ... assessing the effectiveness of their own and others' writing ...proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ...ensuring the consistent and correct use of tense throughout a piece of writing ...ensuring correct subject & verb agreement when using singular & plural, distinguishing between the language of speech & writing and choosing the appropriate register

...proofread for spelling & punctuation errors

Reading - Word Reading:

... apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet

Reading - Comprehension:

...continue to read & discuss a wide range of texts, read books that are structured in different ways & for different purposes.

...understand what they read by discussing understanding & exploring meaning of words; ask questions; draw inferences; predict; summarise; identify how language, structure & presentation contribute to meaning ...discuss & evaluate use of language ...distinguish between fact & opinion

...participate in discussions about books that are read

...explain & discuss understanding of what they've read

...provide reason justifications for their views

Spelling: (Year 5 Spellings - the statutory Common Exception Words (Y5/6 list) and the specified spelling rules)

N/C OBJECTIVES: Exceptions to the 'i before e except after c' rule, words containing letter string 'ough', words ending in -able,

Words from the Y5/6 statutory common exception words list.

Handwriting:

N/C OBJECTIVES: ...write legibly, fluently and with increasing speed by

...choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Early Islamic Civilisations



As historians we will...

Within this unit, the children will have the opportunity to delve into a period of non-European history that contrasts with British history. We will be focussing on Early Islamic Civilisations, with a key study of Baghdad in c.AD 900.

The children shall begin by developing their understanding of chronology and where this period of history fits into their previous studies of world history. They will put significant events onto a timeline, taking scale into consideration. They will learn how this period is concurrent with others they have looked at.

Children will compare housing and types of settlements in Baghdad c.AD 900 and Britain c. AD 900. Within this we will also consider geographical terms about settlements. Then we will move onto comparison of jobs and education across the two time periods and consider reasons behind their similarities & differences.

Then we will look at the cuisine of Baghdad in AD 900 and compare it with Anglo-Saxon Britain. We will look at the impact of trade on cuisine and create some dishes inspired from the time periods, focussing on our Cookery & Nutrition DT skills. Within art we will consider the art and design of the time period.

Finally, we will draw together all of the historical information we have gathered to make a judgement of where we would have preferred to live in AD 900.

N/C OBJECTIVES:

...**A non-European society that provides contrast with British history: early Islamic civilisation, including a study of Baghdad c.AD 900**

Pupils will...

...continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

...note connections, contrasts and trends over time, and develop the appropriate use of historical terms

...address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

...construct informed responses that involve thoughtful selection and organisation of relevant historical information.

...understand how our knowledge of the past is construction from a range of sources and that different versions of past events may exist, giving some reasons for this.

As geographers we will...

Within our mostly History based topic, we will identify the location of Early Islamic Civilisations (Baghdad). We will identify the hemisphere, continent, country etc. and whether it is landlocked/coastal.

Within our comparison of settlements we will look at geographical terms for settlements and consider the importance of the River Tigris.

NC Objectives

...locate the world's countries.

...identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

...describe and understand key aspects of physical and human geography on life in Early Islamic Civilisations.

...use maps, atlases, globes and digital mapping to locate countries & describe features.

As mathematicians we will...

A Year 5 study of place value.

N/C OBJECTIVES:

...read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

...count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

...interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

...round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

...solve number problems and practical problems that involve all of the above

...read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

As scientists we will...

Properties and Changes of Materials

Investigate materials through a range of tasks including fair testing and observations.

N/C OBJECTIVES:

... compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ...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

...give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

...demonstrate that dissolving, mixing and changes of state are reversible changes

...explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

As computer scientists we will...

Purple Mash Unit 5.2 - Online Safety

NC OBJECTIVES:

...Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

...Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

As musicians we will...

Listening and appraising music from Iraq
Islamic pattern composition/link with art
Charanga- Recorder course

NC Objectives:

...play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

...listen with attention to detail and recall sounds with increasing aural memory

...develop an understanding of the history of music.

As French speakers we will...

Use unit 1 'moi' from Eurostars to discuss ourselves in French

N/C OBJECTIVES:

...Listen attentively to spoken language and show understanding by joining in and responding ...explore patterns and sounds of language through songs and link the spelling, sound and meaning of words ...appreciate songs in the language ...develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

PSHCE

In PSHCE we will be following the Jigsaw Unit of Work 'Being Me in My World'

As Sports people we will...

Real PE Unit 1- cognitive - Games (Throw Tennis and Kabadi)

SWIMMING FOR FRANCE

NC objectives:

Use running, jumping, throwing and catching in isolation and in combination
Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (Endball and throw-tennis)
Develop flexibility, technique, control and balance

Skills:

Co-ordination (9 - Ball Skills)

Agility (12 - Reaction/Response)

As artists we will...

Within our Topic work we will be looking at the different styles of art and design which were popular during the Golden Age of Islam.

N/C OBJECTIVES:

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

...create sketch books to record their observations and use them to review and revisit ideas.

...about great artists, architects and designers in history.

RE

Why are some journeys and places special?

Unit 5:1 - Calderdale Agreed Syllabus - Islam, Christianity, Judaism & Sikhism