
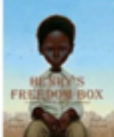







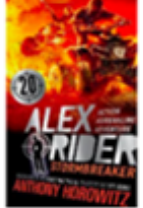






## Year 5

Topic/Theme	<b>Autumn:</b> Ancient Egyptians		<b>Spring:</b> Space Could I survive in space?		<b>Summer:</b> Africa What is the significance of the location of Africa?	
Knowledge Organiser	<a href="#">Y5 KO Aut 1</a>	<a href="#">Y5 KO Aut 2</a>	<a href="#">Y5 KO Spr 1</a>	<a href="#">Y5 KO Spr 2</a>	<a href="#">Y5 KO Sum 1</a>	<a href="#">Y5 KO Sum 2</a>
MTP	<a href="#">Y5 MTP Aut 1</a>	<a href="#">Y5 MTP Aut 2</a>	<a href="#">Y5 MTP Spr 1</a>	<a href="#">Y5 MTP Spr 2</a>	Y5 MTP Sum 1	Y5 MTP Sum 2
Stunning Start:	Egyptian treasure hunt - clues in hieroglyphics		Constellation light in a dark room Or google cardboard VR or trip to Katara's Planetarium		African drumming/ <a href="#">water drumming session</a>	
Marvellous Middle	Dress up day		Watch Hidden Figures/ Junk Modelling Day		Shadow puppets	
Fantastic Finish:	Egyptian Museum - showcasing all the work		Stargazing trip to the desert OR Marshmallow constellations		Learn african song and perform	

English - writing	Year 5 Suggested Progressive Sequence					
	A	B	C	D	E	F
	<b>The Promise</b> 	<b>Henry's Freedom Box</b> 	<b>The Hound of the Baskervilles</b> 	<b>Where Once We Stood</b> 	<b>The Lost Book of Adventure</b> 	<b>King Kong</b> 
	Writing Outcome & Writing Purpose					
	<b>Narrative:</b> Character Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Historical Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Cliff hanger Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Exploration Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Survival Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Dilemma Narrative <b>Purpose:</b> To narrate
	<b>Recount:</b> Newspaper Report <b>Purpose:</b> To recount	<b>Recount:</b> Biography <b>Purpose:</b> To recount	<b>Recount:</b> Formal Event report <b>Purpose:</b> To inform	<b>Recount:</b> Formal Report <b>Purpose:</b> To recount	<b>Recount:</b> Survival Guided <b>Purpose:</b> To explain	<b>Recount:</b> Balanced Argument <b>Purpose:</b> To discuss
	Curriculum Topic Driver					
	<b>History:</b> Egyptians		<b>Science:</b> Space		<b>Geography:</b> Africa	



<b>Guided reading</b>	Stormbreaker – Anthony Horowitz 		Stormbreaker – Anthony Horowitz 		The Boy at the back of the class – Onaji Rauf 		The Boy at the back of the class – Onaji Rauf 		The Secret Seven – Enid Blyton 		Journey to Jo'burg – Beverly Naidoo 	
<b>Maths (Statistics must link to a science topic &amp; properties of shape should be Summer Term)</b>	Place Value (3weeks) Addition and subtraction (2 weeks)		Multiplication & division (3 weeks) Perimeter and Area (2 weeks)		Multiplication and Division (3 weeks) Fractions (3 weeks)		Fractions (3 Weeks) Decimals and Percentages (2 Weeks)		Decimals (4 weeks) Geometry Properties of shape (3 weeks)		Position and Direction (2 weeks) Converting Units (2 weeks) Volume (1 week)	
<b>Science</b>	<u><b>Animals Including Humans</b></u> <u><b>Human: Life cycles</b></u> Animals, including humans, focus on changes from birth to old age.		<u><b>Forces</b></u> - Forces, including gravity, air resistance, water resistance and friction.		<u><b>Material changes: Reversible and irreversible</b></u> -Changes of materials, including dissolving, separating and reversible changes.		<u><b>Living Things and their Habitats</b></u> -Living things and their habitats, including life cycles of a mammal, amphibian, insect and bird.		<u><b>Earth and space</b></u> -Earth and space, looking at the movement of the sun, earth and moon.		<u><b>Scientists &amp; inventors</b></u> - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - Identify scientific evidence that has been used to support or refute ideas or arguments.	
<b>P.S.H.E</b>	<u><b>Health and wellbeing</b></u> <ul style="list-style-type: none"> <li>Physical health and Mental wellbeing</li> <li>Growing and changing</li> <li>Keeping safe</li> </ul>				<u><b>Relationships</b></u> <ul style="list-style-type: none"> <li>Families and friendships</li> <li>Safe relationships</li> <li>Respecting ourselves and others</li> </ul>				<u><b>Living in the wider world</b></u> <ul style="list-style-type: none"> <li>Belonging to a community</li> <li>Media literacy and digital resilience</li> <li>Money and work</li> </ul>			



<p><b>Geography</b></p>	<p><b><u>Autumn 2</u></b> <b><u>The River Nile</u></b></p> <p>Children will begin by comparing before and after pictures of Egypt and identifying the changes that have happened. Children will consider the rate of development in Qatar and compare this to Egypt. Children will learn about the importance of the River Nile and The Suez canal and their trade routes.</p>	<p><b><u>Spring 2</u></b> <b><u>Modern World and the Cold War</u></b></p> <p>Identify the countries on a map that were involved within the conflicts during the Cold War and be able to discuss the significance of their location to the events that unfolded. Look at how boundaries and borders can change over time. Look at systems and governance in different places from around the world (human geography).</p>	<p><b><u>Summer 1</u></b> <b><u>Africa</u></b></p> <p>Looking at human and physical geography within different regions of Africa. Children are able to consider the reasons for the Central African Republic being a more disadvantaged country despite an abundance of natural resources. Alongside this, they will learn about significant individuals who have championed the development of Africa. Use examples of places within Africa to study rivers, mountains and biomes.</p>
<p><b>History</b></p>	<p><b><u>Autumn 1</u></b></p> <p>Derive questions about the period of time that is being studied. Think about what life would have been like for those living there at the time and how it has changed compared to today. Consider how the Egyptians changed their ways over the period of time that their civilization was around. Look at historical artifacts and understand how different sources help to give us a picture of how things were at the time.</p>	<p><b><u>Spring 1</u></b> <b><u>Space Race</u></b></p> <p>Looking at the chronological order of human exploration of space. Putting these events in order on a timeline including space race between countries, moon landing and the expansion of other planet explorations. Looking at the development of the ISS over the years and what has been experimented and included. Researching and finding about future plans NASA have for human exploration.</p>	<p><b><u>Summer 2</u></b> <b><u>South Africa</u></b></p> <p>Learn about the colonization of Africa over the years and the impact that it has had on the continent as a whole. Learn about the life and actions of Nelson Mandela, discuss how he influenced South African politics today. Research the history of the Cape Malay people and the impact they had on South Africa today. Read some South African myths and legends.</p>
<p><b>Art</b></p>	<p><b><u>Autumn 1</u></b> <b><u>Sculpture - Egyptian Canopic Jars</u></b></p> <p>Whilst learning about the mummification process, introduce the topic of clay modelling and pottery. Talk about how the pots would have been created at the time without machines and compare them to factories of today. Use Egyptian artifacts to inspire our own artwork with clay. Create mood boards exploring the colours, patterns and influences of the Egyptian era and design our own canopic jars.</p>	<p><b><u>Spring 1</u></b> <b><u>Artist Research - Peter Thorpe</u></b></p> <p>Explore the work of artists that have used space as their stimulus. Look at pictures of space and compare it to the artwork of Peter Thorpe. Ensure that the children see his work as an interpretation of what space looks like and not actually what space looks like (or is it...?). Make detailed observations about the artwork and consider materials and skills used to create this. Use stylistic features and create our own artwork in the same style.</p>	<p><b><u>Summer 1</u></b> <b><u>Observational drawing - African Animal Eye</u></b></p> <p>Look at the big 5 animals. Talk about the different animals that are in Africa and notice that they all come in different shapes and sizes. Build on skills from artist research work by practising to notice fine details within the pictures of an animal's eye. Identify other artists who have drawn eyes in order to support their idea of drawing an eye. Develop ideas using different or mixed media in their sketch book. Consider formal elements throughout.</p>



<p><b>DT</b></p>	<p><b>Autumn 2</b> <b>Structures construction and mechanism</b> <b>Class Egyptology Pop Up Book</b></p> <p>Children will each be given a strand to research and plan for such as:pyramids, mummification or The River Nile. Children will design their pages whilst considering different design mechanisms such as pulleys, levers and pop-ups. Once complete, all the pages will be put together resulting in a class Egyptian fact file.</p>		<p><b>Spring 2</b> <b>Materials and textiles - Mission Patches</b></p> <p>For every mission to space, NASA astronauts design a mission patch. As part of this topic, we will be designing and creating our own patch for space travel. This will begin by children researching existing designs to inspire their own. Next children will commentate on their design. Finally, children will evaluate and discuss what they would improve for future designs.</p>		<p><b>Summer 2</b> <b>Cooking and Nutrition - South African Date Balls</b></p> <p>Learn about the variety of South African cuisine and the importance of a balanced meal. Children will plan and create their own menu which will include date balls. Children will consider which toppings they would like to use and explain their choices for this.</p>	
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>●Computer science</li> <li>●Information technology</li> <li>●Digital Literacy</li> <li>●E-Safety</li> </ul>	<p><b>iSafe</b></p> <p>● ●</p> <p>Becoming safe and responsible digital citizens</p>	<p><b>Web</b></p> <p>● ● ●</p> <p>Remixing and creating web content using HTML</p> <p>Hour of Code</p>	<p><b>iCrypto</b></p> <p>●</p> <p>Introduction to cryptography</p> <p>Safer Internet Day</p>	<p><b>iAlgorithm lesson 1</b></p> <p>●</p> <p>Searching algorithms</p> <p><b>iProgram Unit 1</b></p> <p>● ●</p> <p>Designing and developing computer games</p>	<p><b>Program Unit 1</b> (cont)</p> <p>● ●</p> <p>Designing and developing computer games</p> <p>Digital Literacy Lesson</p>	<p><b>iProgram Unit 2</b></p> <p>● ●</p> <p>Designing and developing multi-level X-Box games</p>
<p><b>PE</b></p>	<p><b>Indoor Athletics/ Health Related Fitness</b></p> <p>To coincide with squads &amp; ECAs in preparation for upcoming fixtures. Indoor Athletics to focus on events in fixtures. Understanding diet &amp; the importance of exercise. Study of heart rate &amp; the impact HIIT can have on HR.</p>	<p><b>Rounders/ Cricket</b></p> <p>Striking and fielding sports to link with development of Cricket and rounders squads as well as supplemented by ECAs.</p>	<p><b>Basketball/ Outdoor Athletics</b></p> <p>As per the QPPSSA calendar, basketball and outdoor athletics are taught to coincide with squads &amp; ECAs in preparation for upcoming fixtures.</p>	<p><b>Tag Rugby</b></p> <p>Rules, passing, travelling and defending will be introduced before game based scenarios to allow children time to develop skills. Will also coincide with squad formation and there is an opportunity to run an ECA during this time.</p>	<p><b>Gymnastics/ Dance</b></p> <p>May need to be revised depending on when Ramadan falls. Balance and sequential performance in gymnastics. Creating sequence in dance, use of the body and beat to inform choreography.</p>	<p><b>Football - Mini World Cup.</b></p> <p>Potential opportunity to run an indoor football tournament in preparation for WC 2022. Depending on flexibility of timetable. Otherwise, football to be taught indoors with a lunchtime league or similar during the final half term ?</p>



<p><b>Music</b></p>	<p><b>Ancient Egyptians - Dynamics/Texture/Structure</b> Learn about, understand and identify dynamics, getting louder/quieter through the exploration of Egyptian pyramid graphic scores Musical symbols for dynamics Understand layering and texture through a song Combining sections of music in a layered structure Create own Egyptian pyramid Dynamics &amp; Textured piece Listen to pieces from different times and places identifying dynamics and texture Philip Glass - <i>The Funeral of Amenhotep III</i> Learn about the minor scale</p>		<p><b>Space: Holst - The Planets / Strauss - Also Sprach Zarathustra</b> Listening with attention to detail How different moods can be achieved through music Identify tempo, dynamics and instrumentation in contrasting pieces of music Compose, perform a group 'Mars' piece using a ostinato and features that Holst uses in his "Mars" from The Planets and evaluate Perform opening section of Also Sprach Zarathustra Create a musical soundscape describing one of the Planets using features which Holst uses in his music, selecting, refining and combining sounds and sound sources towards an effective descriptive piece following a composing brief.</p>		<p><b>African Music</b> Ostinatos/Polyrhythms/Cyclic patterns/Call and Response Explore the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa Pupils explore the different African Drum performance techniques Perform and create, by composing and improvising simple rhythms and, using repetition, turn these into cyclic rhythms. These are then combined and overlapped to create polyrhythms and a polyrhythmic texture: a characteristic of much African music.</p>	
<p><b>Arabic</b></p>	<p><b>Reading Topics:</b> -Story of Butterfly and daffodil flower -Poem: I love you Qatar.</p>	<p><b>Reading Topics:</b> -Personal Biography: (Amena Al Jeedah) -Story ( the lion and the mouse)  In the end of the term there are assessments in Reading, writing and listening.</p>	<p><b>Reading Topics:</b> -Arhama story -A poem: longing to the Kaaba</p>	<p><b>Reading Topics:</b> -Poem for it i work -Tidal phenomenon -Story (in speed regret)</p>	<p><b>Reading Topics:</b> -A poem that sounds colors -Arabian Oryx</p>	<p><b>Reading Topics:</b> -Katara - the Qatari cultural lighthouse  2-Animal welfare  In the end of the term there are assessments in Reading, writing and listening.</p>
<p><b>Spanish</b></p>	<p><b>Mira 1:Routines</b>  This module takes place over the Autumn term and by the end, learners will be able to recognise Spanish sounds and spell from sound. They will also be able to tell the time in Spanish, form questions and talk about their daily routine  <b>Grammar focus</b> - Question formation and word order.</p>		<p><b>Mira 1: My school</b>  This module takes place over the Spring term and by the end, learners will be able to talk about their school including the subjects that they like, what facilities the school has and describe their uniform.  <b>Grammar focus</b> - Justify opinions, adjectival agreement. 1st 3 persons of regular verbs</p>		<p><b>Mira 1 : My travels</b>  This module takes place over the Summer term and by the end, learners will be able to talk about their holidays, how they travel and what they do. There is also a cultural focus on Spanish speaking countries and their way of life.  <b>Grammar focus</b> Conjugating first 3 persons of regular verbs, giving and justifying opinions</p>	



<b>Qatar History</b>	<b><u>Ancient History of Qatar in the Arabian Gulf</u></b>	<b><u>Islam in the Arabian Gulf Region</u></b>	<b><u>The Arab-Islamic Identity</u></b>
<b>Cross-Curricular Writing Opportunities</b>	Narrative based on the discovery of a tomb. Newspaper report about the discovery of Tutankhamun's tomb	Diary of an astronaut after take off Write descriptions for each planet as if you are an astronaut landing on them.	Writing a speech about freedom in South Africa Writing facts about important people in Africa
<b>Cross-Curricular Maths Opportunities</b>	Word problems using hieroglyphs Geometry of 3d shapes including pyramids	Looking at distances between objects in Space What is the speed of a rocket?	Measuring the heights of mountains and rivers in Africa Looking at wealth of African nations in comparison with Qatar

<b>Trips, Visitors &amp; Enrichment Opportunities (Can we include an outdoor adventure visit)</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic related:</b> Egyptian workshop <a href="https://thedramahut.com/portfolio-items/ancient-egyptian-s-school-workshop">https://thedramahut.com/portfolio-items/ancient-egyptian-s-school-workshop</a>		<b>Topic related:</b> Space Sky dome Planetarium (Katara)	<b>Cross curricular:</b> Residential trip	<b>Topic related:</b> African drumming <a href="http://drummingqatar.com/">http://drummingqatar.com/</a>	