

The Golden Age of Islam

Year 5 Summer 1



• **History: Early Islam & Baghdad c 900CE**

- To place the Golden Age of Islam in a chronological framework
- To understand the significance of the Early Islamic civilisation
- To understand how the Islamic empire was able to spread so far & so fast
- To investigate the structure of the capital, Baghdad, and what it tells us about daily life
- To explore the evidence that remains to draw conclusions about life in Baghdad
- To compare life for the rich in Baghdad with that in Saxon England
- To investigate how the achievements of the Islamic age still affect our lives today

Science: Forces

- To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives.
- To identify the effects of air resistance, water resistance and friction, which act between moving surfaces.
- To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.



English:

Reading: Non-Fiction: Mountains and Early Islamic Civilisations, Tamarind and the star of Ishta.

- To be able to give/explain the meaning of words in context.
- To know how to retrieve and record information/ identify key details from fiction and non-fictions.
- To understand how to explain and justify inferences with evidence from the text.
- To be able to predict what might happen from details stated and implied.
- To know how to explain how meaning is enhanced through choice of words and phrases.
- To be able to make comparison within and across texts.

Writing: Malala's Magic Pencil, I am Malala, Arabian Nights.

- To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
- To describe settings, characters and atmosphere.
- To integrate dialogue in narratives to convey character and advance the action
- To select vocabulary and grammatical structures that reflect what the writing requires.
- To use the range of punctuation taught at key stage 2 mostly correctly
- To spell correctly most words from the Yr 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Mathematics:

- To solve problems in a range of contexts. To start to compare and order fractions whose denominators are all multiples of the same number with support.
- To start to distinguish between regular and irregular polygons based on reasoning about equal sides and angles with support. To start to read and write decimal numbers as fractions with support.
- To start to use all four operations to solve simple problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling with support.
- To start to identify, name and write equivalent fractions of a given fraction. To start to add and subtract fractions with the same denominator and multiples of the same number with support.
- To start to identify simple 3-D shapes, including cubes and other cuboids, from 2-D representations with support.
- To start to recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
To be able to read and convert between fractions, decimals and percentages.
To convert between metric units.
To start to identify, describe and represent the position of a shape following a reflection or translation

DT: Cooking

- Generate ideas through brainstorming and identifying a purpose for their product.
- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails.
- Weigh and measure accurately (time, dry ingredients, liquids).
- Apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.
- Evaluate a product against the original design specification.
- Evaluate a product personally and seek evaluation from others.

Computing: Programming

- Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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

Music: Composing and Performing

Music Appreciation: Dancing in the Street

- To create increasingly complicated rhythmic and melodic phrases within given structures
- To maintain own part and be aware of how different parts fit together.
- To be aware of the audience when performing.



PE: Health and Fitness & Cricket

Real P.E To describe the basic fitness components. To explain how often and how long we should exercise for. To select and perform appropriate warm up activities.

Real Gym

To use combinations of skills confidently in specific contexts.

To link actions so that they flow together to create sequences.

To use a variety of apparatus with skill.

Spanish: Food and Numbers

- Find words in a bi-lingual dictionary
- Express likes and dislikes of certain foods verbally and in short, written sentences
- Listen to and understand a native speaker expressing likes and dislikes
- Design a balanced meal with foods labelled in Spanish
- Develop accuracy in pronunciation and intonation

RE: How do the pillars of Islam help Muslims to live a good life?

- To explore the key beliefs and practices of Islam through investigating the five 'pillars'.
- to reflect on how the pillars of Islam affect the way that Muslims live their lives, and also to make connections between Islam and the other religions they have studied
- To consider how the pillars of Islam affects the ways Muslims live their lives.

PSHE: Health and Wellbeing

- To understand and explore healthy sleep habits.
- To understand basic sun safety.
- To explore and understand about different medicines, vaccinations, immunisations and allergies.

Personal Identity

- To be able to recognise individuality and different qualities in people.
- To understand that a healthy body and mind are vital to our mental health and wellbeing

