



# Year 5 - Autumn Term 2 - Early Islamic Civilisation

## 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

## 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.

## As Sports people we will...

Attend swimming lessons at Swimrite swimming baths.

...swim competently, confidently and proficiently over a distance of at least 25 metres

...use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

...perform safe self-rescue in different water-based situations.

## 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.

## As artists we will...

Create a piece of original art work inspired by Claude Monet's landscapes.

### N/C OBJECTIVES:

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

## Early Islamic Civilisations



## As mathematicians we will...

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Continuing with our Year 5 study of multiplication and division.

### N/C OBJECTIVES:

...identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

...know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers

...establish whether a number up to 100 is prime and recall prime numbers up to 19

...multiply and divide numbers mentally drawing upon known facts

...multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

...divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

...multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

...recognise and use square numbers and cube numbers, and the notation for squared <sup>2</sup> and cubed <sup>3</sup>

...solve problems involving multiplication and division including using their knowledge of factors and multiples, square

## As scientists we will...

Properties and Changes of Materials

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

### N/C OBJECTIVES:

#### As scientists we will...

### 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...

In computing e will complete a unit on programming.

Children will be continuing to develop their Information Technology skills by completing an Animation focus Unit, using Microsoft Powerpoint. Children will learn about the phases of the moon and why we see it differently at different point in the month. When they have an understanding of the phases, they will create a PowerPoint to show the moon's phases. They will need to think about transitions between slides and how to make it look like the phases are changing. They will add labels to each phase.

Children will also revisit some of the basic skills linked with word processing and saving/editing work by completing a self assessment word document.

Children will create Propaganda posters on PowerPoint using skills such as copy and pasting & inserting pictures and shapes.

### N/C OBJECTIVES:

...select, use and combine a variety of software (including internet services) on a range of digital devices to design

## PSHCE

In PSHCE we will be following the Jigsaw Unit of Work 'Celebrating Difference.'

## RE

We will the codes of living that both religious and non-religious people have. We will learn about how the 10 commandments are the codes of living for Christians and the pillars of Islam are the codes of living for Muslims.

### N/C OBJECTIVES:

Calderdale agreed syllabus.

Unit: 5:2 - what values are shown in codes of living?

## SMSC/ British Values

- British Values - weekly Picture News linked to democracy, the rule of law, mutual respect and individual liberty.
- SMCS opportunities through Topic, English, PSHE, RE and art.

## UNCRC:

Weekly UNCRC articles linked to Picture News.