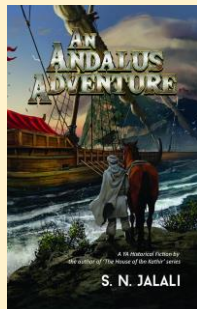


|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 5 - Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                         |                                                                                                                     |        |                                                                                  |                                                                |  |  |
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|                 | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Week 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Week 3                                                                                                                                  | Week 4                                                                                                              | Week 5 | Week 6                                                                           | Week 7<br>Note: Week 8 – End of summer & transition activities |  |  |
| Themed Days     | <ul style="list-style-type: none"><li>5th June World Environment Day</li><li>8th June – World Oceans Day</li><li>Hajj week – Day of Arafah tbc</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>Healthy Eating Week – tbc</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>16th – 22nd June National Sports week + Sports’ day</li><li>20th June World Refugee Day</li></ul> | <ul style="list-style-type: none"><li>Insect Week + Art week</li><li>24th –30th June World Wellbeing Week</li></ul> |        | <ul style="list-style-type: none"><li>11th July – World Population Day</li></ul> |                                                                |  |  |
| English Reading | <div>An Andalus Adventure<br/>(Historical Fiction Novel)</div> <div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>Reading for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends and traditional stories; modern fiction; fiction from our literary heritage; and books from other cultures and traditions</li><li>To understand what they read by: discusses vocabulary used by the author to create effect; identifies main ideas drawn from more than one paragraph and summarises these; draws inferences from characters’ feelings, thoughts, and motives; justifies predictions with evidence from the text.</li><li>Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions and justifying inferences with evidence.</li><li>Predicting what might happen from details stated and implied.</li><li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.</li><li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary.</li><li>Provide reasoned justifications for their views.</li></ul> |                                                                                                                                         |                                                                                                                     |        |                                                                                  |                                                                |  |  |
| English Writing | <p>identifying the audience for and purpose of the writing, selecting the appropriate form, and using other similar writing as models for their own.<br/>Noting and developing initial ideas, drawing on reading and research where necessary.<br/>Assessing the effectiveness of their own and others’ writing.<br/>In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed.<br/>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <div><div>Incidental writing:<br/>Information posters, letters, annotated storyboards, Story writing</div><div>Writing Outcomes:<br/>Diary Entry<br/>Speech Writing</div></div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                         |                                                                                                                     |        |                                                                                  |                                                                |  |  |



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|                  | Amphibians, Insects and Birds.                                                                                                                                                                                     | Amphibians, Insects and Birds.                                                                                                                                                                                           | LO: How can we behave like naturalists?                                                                                                                                                                                  | LO: How can we behave like naturalists?                                                                                                                                                                                   | LO: How can we behave like naturalists?                                                                                                                                                                             | LO: Can plants reproduce without seeds?                                                                                                                                                                                                   | LO: Can plants reproduce without seeds?                                                                                                                                                                                                         |                                          |
| <b>Computing</b> | iSafe<br><br>LO: To understand what to do if confronted with cyber bullying                                                                                                                                        | iEditVideo<br><br>LO: To understand the basics of filmmaking                                                                                                                                                             | iEditVideo<br><br>LO: To understand filming techniques                                                                                                                                                                   | iEditVideo<br><br>LO: To learn basic editing skills                                                                                                                                                                       | iEditVideo<br><br>LO: To enhance video with sound and effects                                                                                                                                                       | iEditVideo<br><br>LO: To review and refine edits                                                                                                                                                                                          | iEditVideo<br><br>LO: To showcase video projects                                                                                                                                                                                                |                                          |
| <b>History</b>   | <b>Ancient Islamia History</b><br><br>Say who Muhammed (pbuh) was and know that he was the founder of Islam.                                                                                                       | <b>Ancient Islamia History</b><br><br>Know some key facts about Baghdad and give some reasons to explain how it became a major world power.                                                                              | <b>Ancient Islamia History</b><br><br>Describe what the House of Wisdom is and know some key individuals who studied there.                                                                                              | <b>Ancient Islamia History</b><br><br>Demonstrate a full understanding of how the early Islamic civilisation shaped world history.                                                                                        | <b>Ancient Islamia History</b><br><br>Describe the cultural and economic significance of Baghdad and explain how its geographical location was important.                                                           | <b>Ancient Islamia History</b><br><br>Describe the cultural and economic significance of Andalusia and explain how its geographical location was important (connections to Europe and Africa).                                            | <b>Ancient Islamia History</b><br><br>Understand the impact of early Islamic inventions and discoveries made on the wider world                                                                                                                 |                                          |
| <b>Art/DT</b>    | Painting and mixed media: Portraits<br>To explore the purpose and effect of imagery                                                                                                                                | Painting and mixed media: Portraits<br>To understand and explore decision making in creative processes                                                                                                                   | Painting and mixed media: Portraits<br>To develop drawn ideas through printmaking                                                                                                                                        | Painting and mixed media: Portraits<br>To test and develop ideas using sketchbooks                                                                                                                                        | Painting and mixed media: Portraits<br>To apply an understanding of drawing processes to revisit and improve ideas                                                                                                  | Painting and mixed media: Portraits<br>To apply an understanding of drawing processes to revisit and improve ideas                                                                                                                        | Painting and mixed media: Portraits<br>Catch up                                                                                                                                                                                                 | Consolidation Gaps<br>End of term events |
| <b>Music</b>     | <u>Songs based on Hajj, Hijra and Muharam. As well as their historical significance.</u><br><u>affirm identity</u><br>understand staff and other musical notations<br><b>Nasheed Focus</b><br><b>Tala-al-badru</b> | <b>Performance, playing instrument and Singing</b><br>perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy<br>understand staff and other musical notations | understand staff and other musical notation<br>perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy<br><b>Nasheed Focus</b><br><b>Hijra rihlato hadina</b> | understand staff and other musical notations<br>perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy<br><b>Nasheed Focus</b><br><b>Hijra rihlato hadina</b> | understand staff and other musical notations<br>perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy<br><b>Nasheed Focus</b><br><b>Make me strong</b> | <b>Musical Focus</b><br><b>Leavers' Assembly Performances</b><br>perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy<br><b>Nasheed focus</b><br><b>Ones I was in year1</b> | <b>Musical Focus</b><br><b>Leavers' Assembly Performances</b><br>perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy<br><b>Nasheed Focus</b><br><b>Supplication – Sami Yusuf</b> | Consolidation Gaps<br>End of term events |

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|               | <b><u>I am waiting for the call</u></b>                                                                                                        | <b><u>Nasheed Focus</u><br/><u>Labaik ya raba al-hajeej and tahleel</u></b>                                                                    |                                                                                                                                                   |                                                                                                                                                                        |                                                                                                                                            |                                                                                                                                            |                                                                                       |  |
| <b>PE</b>     | Team building/<br>Problem solving<br><br>To explain strategies to use to deal with stress.                                                     | Team building/<br>Problem solving<br><br>To explain strategies to deal with challenges and look for help                                       | Team building/<br>Problem solving<br><br>To recognise the importance of our mental health                                                         | Team building/<br>Problem solving<br><br>To identify the importance of self-confidence and self-belief.                                                                | Team building/<br>Problem solving<br><br>To set achievable team goals and reflect on team performance                                      | Team building/<br>Problem solving<br><br>To learn strategies to manage our emotions.                                                       | Team building/<br>Problem solving<br><br>Who are you? What are your achievements?     |  |
| <b>Arabic</b> | Seasons and holidays<br><br>L.O: To learn the summer and spring<br>Revision of the Nominal Sentences                                           | Seasons and holidays<br><br>L.O: To learn the autumn and winter<br>Revision of the Nominal Sentences                                           | Seasons and holidays<br><br>L.O: To learn the time phrases<br>Revision of the Nominal Sentences                                                   | Seasons and holidays<br><br>L.O: To describe when your birthday is and how you celebrate it<br>Revision of the Nominal Sentences                                       | Seasons and holidays<br><br>L.O: To talk about buying a gift<br>Revision of the Nominal Sentences                                          | Seasons and holidays<br><br>L.O: To describe who you spend time with<br>Revision of the Nominal Sentences                                  | Revision and assessment<br><br>مراجعة كل الوحدات السابقة<br>Review all previous units |  |
| <b>Quran</b>  | Memorisation<br>Abassa 25-30<br>Revision<br>Al-Alail<br>Reading<br>Al-Naziat 1-5<br>H/A<br>Surah Al-Kahf<br>Individual targets to be completed | Memorisation<br>Abassa 30-35<br>Revision<br>Ad-Duha<br>Reading<br>Al-Naziat 5-10<br>H/A<br>Surah Al-Kahf<br>Individual targets to be completed | Memorisation<br>Abassa 35-42<br>Revision<br>Ash-Sharh<br>Reading<br>Al-Naziat 10-15<br>H/A<br>Surah Al-Kahf<br>Individual targets to be completed | Memorisation<br>Abassa 1-35<br>Revision<br>Al-Alail<br>Ad-Duha<br>Ash-Sharh<br>Reading<br>Al-Naziat 1-15<br>H/A<br>Surah Al-Kahf<br>Individual targets to be completed | Memorisation<br>Abassa 35-42<br>Revision<br>Al-Alail<br>Reading<br>Al-Naziat<br>H/A<br>Surah Al-Kahf<br>Individual targets to be completed | Memorisation<br>Abassa 25-30<br>Revision<br>Al-Alail<br>Reading<br>Al-Naziat<br>H/A<br>Surah Al-Kahf<br>Individual targets to be completed | Revision and assessment                                                               |  |