

|  | Year 5 - Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                          |                                                                                                                                           |                                                                                                                                                   |                                                                                     |  |
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|                                                                                   | Week 1<br>INSET                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Week 2                                                                                                   | Week 3                                                                                                                                    | Week 4                                                                                                                                            | Week 5                                                                              |  |
| <b>Themed Days</b><br>Year groups to map in trips for Spring 1 & spring 2         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3rd March World Wildlife Day<br>Book Week & World Book day                                               | 6th - 15th Mar – British Science week<br>– Theme: Curiosity: what's your question?<br>15th Mar - International Day to Combat Islamophobia | 21st –27th Mar - Shakespeare Week<br>20th March – International Day of Happiness<br>21st March – World Poetry Day<br>22nd March - World Water Day | 26th March – World Maths Day                                                        |  |
| <b>English Core Texts</b>                                                         | Macbeth<br><br>To maintain positive attitudes to reading and understanding of what they read by: when reading out loud, adapting intonation, tone and volume to suit the purpose and audience; making comparisons within and across books; reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.<br>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<br>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.<br>To retrieve, record and present information from texts to other readers in informal notes and formal presentations.<br>To participate in discussions about books that are read to them and those they can read for themselves. To use knowledge of texts and organisational devices retrieve, record and discuss information from fiction and non-fiction.<br>To evaluate the use of authors' language and explain how it has created an impact on the reader. |                                                                                                          |                                                                                                                                           |                                                                                                                                                   |                                                                                     |  |
| <b>Writing outcomes</b>                                                           | Text Immersion<br>Narrative opener<br>Diary Entry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                          |                                                                                                                                           |                                                                                                                                                   |                                                                                     |  |
| <b>Deen</b>                                                                       | Topic: Hadith Jibril<br><br>L.O: To understand what the different levels of Iman are.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Topic: Who is Allah?<br><br>L.O: To understand Allah is the source of all Guidance. (Surah Noor Tafseer) | Topic: Allah's mercy<br><br>L.O: To acknowledge Allah's Special Mercy for His Servants.                                                   | Topic: Names of Allah<br><br>L.O: To learn 5 names of Allah and their meaning.                                                                    | Topic: Angels<br><br>L.O: To learn about the importance of angels and their duties. |  |
| <b>RE</b>                                                                         | Topic: In what ways can the art and design express different beliefs?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Topic: In what ways can the art and design express different beliefs?                                    | Topic: In what ways can the art and design express different beliefs?                                                                     | Topic: In what ways can the art and design express different beliefs?                                                                             | Topic: In what ways can the art and design express different beliefs?               |  |

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|                  | L.O: To recognise that art offers humanity a way of engaging with, and giving expression to, mysterious dimensions of human experience, including God.                                                         | L.O: To recognise that some religious traditions have a rich artistic culture whilst in other traditions (e.g. Islam and Judaism) art is more abstract and symbolic. | L.O: To understand that art can be used to help people articulate deep and profound feelings, which may not be easily expressed through language.                   | L.O: To acquire knowledge that non-religious and abstract art can provide the starting point for introspection and reflection.                                                                      | L.O:<br>To appreciate the powerful impact that art has and continues to have on people both within and outside of religious communities.                                                                 |  |
| <b>PSHE</b>      | Topic: Healthy Me<br><br>L.O: Understanding the health risks of smoking and why people start.                                                                                                                  | Topic: Healthy Me<br><br>L.O: Understanding the impact of alcohol on health and why people drink                                                                     | Topic: Healthy Me<br><br>L.O: Learning basic first aid skills                                                                                                       | Topic: Healthy Me<br><br>L.O: Exploring how body image is influenced by society and media.                                                                                                          | Topic: Healthy Me<br><br>L.O: Understanding the importance of a healthy relationship with food.                                                                                                          |  |
| <b>Maths</b>     | Number: Decimals and percentages<br>To learn thousandths as decimals<br>To learn thousandths on a place value chart<br>To order and compare decimals (same no of DP)<br>To order and compare decimals upto 3DP | Number: Decimals and percentages<br>To round to the nearest whole number<br>To round to 1DP<br>To understand percentages<br>To learn percentages as fractions        | Number: Decimals and percentages<br>To learn percentages as decimals<br>To equivalent fractions, decimals and percentages<br>End of Block assessment<br>Consolidate | Measurement: Perimeter and area<br>To find the perimeter of rectangles<br>To find the perimeter of a rectilinear shapes<br>To find the perimeter of polygons<br>To calculate the area of rectangles | Measurement: Perimeter and area<br>To calculate the area of compound shapes<br>To estimate area<br>End of Block assessment<br><br>Statistics<br>To draw line graphs<br>To read and interpret line graphs |  |
| <b>Science</b>   | Earth and Space<br><br>L.O: How can shadows show us the Earth is rotating?                                                                                                                                     | Earth and Space<br><br>L.O: How can shadows show us the Earth is rotating?                                                                                           | Earth and Space<br><br>L.O: How are scientists researching life on Mars?                                                                                            | Earth and Space<br><br>L.O: How are scientists researching life on Mars?                                                                                                                            | End of unit assessment                                                                                                                                                                                   |  |
| <b>Computing</b> | Lesson 3: iSafe<br><br>L.O: To learn the SMART rules for being online                                                                                                                                          | Lesson 1: iCrypto<br><br>L.O: To understand that messages can be sent and received secretly                                                                          | Lesson 2: iCrypto<br><br>L.O: To understand signalling is a form of communication                                                                                   | Lesson 3: iCrypto<br><br>L.O: To understand that data can be transmitted as binary (on or off)                                                                                                      | Lesson 4: iCrypto<br><br>L.O: To encode/decode messages using a simple shift cipher                                                                                                                      |  |

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| <b>Geography</b> | <p>Why do oceans Matter?</p> <p>LO: How do we use our oceans?</p>                                                                                                                                                                                                                                                                                               | <p>Why do oceans Matter?</p> <p>LO: What is the great barrier reef?</p>                                                                                                                                                                                                                                                                                            | <p>Why do oceans Matter?</p> <p>LO: Why are our oceans suffering?</p>                                                                                                                                                                                                                                                                                              | <p>Why do oceans Matter?</p> <p>LO: What can we do to help our oceans?</p>                                                                                                                                                                                                                                                                                 | <p>Why do oceans Matter?</p> <p>LO: How littered is our marine environment?</p>                                                                                                                                                                                                                                                                                                |  |
| <b>Art/DT</b>    | <p>Drawing: I need space</p> <p>LO: To explore the purpose and effect of imagery.</p>                                                                                                                                                                                                                                                                           | <p>Drawing: I need space</p> <p>LO: To understand and explore decision making in creative processes</p>                                                                                                                                                                                                                                                            | <p>Drawing: I need space</p> <p>LO: To develop drawn ideas through printmaking.</p>                                                                                                                                                                                                                                                                                | <p>Drawing: I need space</p> <p>LO: To test and develop ideas using sketchbooks</p>                                                                                                                                                                                                                                                                        | <p>Drawing: I need space</p> <p>LO: To apply an understanding of drawing processes to revisit and improve ideas</p>                                                                                                                                                                                                                                                            |  |
| <b>Music</b>     | <p>Ramadan / Eid</p> <p>Musical Focus<br/>Award Show Performance<br/>Singing</p> <p>READING NOTATION • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time</p> <p><u>Nasheed Focus</u><br/><u>Asma- Allahu al-Husna</u></p> | <p>Ramadan / Eid</p> <p>Musical Focus<br/>Award Show Performance<br/>Singing</p> <p>READING NOTATION • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time</p> <p><u>Nasheed Focus</u><br/><u>Nourak wafana ya ramadan</u></p> | <p>Ramadan / Eid</p> <p>Musical Focus<br/>Award Show Performance<br/>Singing</p> <p>READING NOTATION • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time</p> <p><u>Nasheed Focus</u><br/><u>Nourak wafana ya ramadan</u></p> | <p>Ramadan / Eid</p> <p>Musical Focus<br/>Award Show Performance<br/>Singing</p> <p>READING NOTATION • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time</p> <p><u>iNasheed Focus</u><br/><u>Ramadan is here</u></p> | <p>Ramadan / Eid</p> <p>Musical Focus<br/>Award Show Performance<br/>Singing</p> <p>READING NOTATION • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time</p> <p>signatures.<br/><u>Nasheed Focus</u><br/><u>Ramadan – Maher zain</u></p> |  |
| <b>PE</b>        | <p>Topic: Tennis</p> <p>L.O: To identify and apply techniques for hitting a tennis ball.</p>                                                                                                                                                                                                                                                                    | <p>Topic: Tennis</p> <p>L.O: To develop the techniques for ground strokes and volleys.</p>                                                                                                                                                                                                                                                                         | <p>Topic: Tennis</p> <p>L.O: To develop a backhand technique and use it in a game.</p>                                                                                                                                                                                                                                                                             | <p>Topic: Tennis</p> <p>L.O: To practise techniques for all strokes</p>                                                                                                                                                                                                                                                                                    | <p>Topic: Tennis</p> <p>L.O: To play a tennis game using an overhead serve and the correct selections of shots.</p>                                                                                                                                                                                                                                                            |  |
| <b>Arabic</b>    | <p>Ramadan</p> <p>L.O: To talk about Ramadan<br/>For Grammar<br/>Pronouns</p>                                                                                                                                                                                                                                                                                   | <p>Ramadan</p> <p>L.O: To learn verbs related to Ramadan<br/>For Grammar<br/>Pronouns</p>                                                                                                                                                                                                                                                                          | <p>Ramadan</p> <p>L.O: To talk about Ramadan 's routine<br/>For Grammar<br/>Pronouns</p>                                                                                                                                                                                                                                                                           | <p>Ramadan</p> <p>L.O: To talk about Ramadan 's routine<br/>For Grammar<br/>Pronouns</p>                                                                                                                                                                                                                                                                   | <p>Ramadan</p> <p>L.O: To write about Ramadan<br/>For Grammar<br/>Pronouns</p>                                                                                                                                                                                                                                                                                                 |  |

| Quran | Memorisation: Surah<br>Abasa         | Memorisation: Surah<br>Abasa         | Memorisation: Surah<br>Abasa         | Memorisation: Surah<br>Abasa         | Memorisation: Surah<br>Abasa         |  |
|-------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--|
|       | 1-4                                  | 4-8                                  | 8-12                                 | 12-15                                | 15-17                                |  |
|       | Revision                             | Revision                             | Revision                             | Revision                             | Revision                             |  |
|       | At-Tariq                             | At-Tariq                             | At-Tariq                             | At-Tariq                             | At-Tariq                             |  |
|       | Al-Aala                              | Al-Aala                              | Al-Aala                              | Al-Aala                              | Al-Aala                              |  |
|       | Al-Ghashiya                          | Al-Ghashiya                          | Al-Ghashiya                          | Al-Ghashiya                          | Al-Ghashiya                          |  |
|       | Reading                              | Reading                              | Reading                              | Reading                              | Reading                              |  |
|       | Al-Forqan 60-77                      | Al-Forqan 60-77                      | Al-Forqan 60-77                      | Al-Forqan 60-77                      | Al-Forqan 60-77                      |  |
|       | Surah Al-Kahf                        | Surah Al-Kahf                        | Surah Al-Kahf                        | Surah Al-Kahf                        | Surah Al-Kahf                        |  |
|       | Individual target to be<br>completed | Individual target to be<br>completed | Individual target to be<br>completed | Individual target to be<br>completed | Individual target to be<br>completed |  |