



## PHES Medium Term Curriculum Map - Term 1 2021-2022

ENTRY POINT	IPC	English
<p>Make a cactus garden.</p> <p>Shallow container with drainage hole</p> <ul style="list-style-type: none"> <li>• Stones for drainage</li> <li>• Variety of cacti</li> <li>• Compost *</li> <li>• Coarse sand *</li> <li>• Pebbles for decoration</li> </ul>	<p><u>Science</u></p> <p>3.02a Be able to conduct scientific investigations posing scientific questions</p> <p>3.02b Be able to choose an appropriate way to investigate a scientific issue</p> <p>3.02c Be able to make systematic and accurate measurements from their observations</p> <p>3.02d Be able to explain and justify their predictions, investigations, findings and conclusions</p> <p>3.02e Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions</p> <p><u>Technology</u></p> <p>3.06 Be able to devise and use step-by-step plans and work with a variety of tools and materials with some accuracy.</p> <p><u>International</u></p> <p>3.05 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups.</p> <p>3.06 e able to identify ways in which people work together for mutual benefit.</p>	<p><u>Speaking &amp; Listening</u></p> <ul style="list-style-type: none"> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Use relevant strategies to build their vocabulary.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Select and use appropriate registers for effective communication.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• identifying how language, structure and presentation contribute to meaning.</li> <li>• making comparisons within and across books</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>• using expanded noun phrases to convey complicated information concisely.</li> </ul>
<p><b>Brainwave (2 weeks)</b></p> <p><b>Extreme Survivors</b></p> <p><b>(6 weeks)</b></p>		



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Maths			EXIT POINT
<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>Read, write order and compare numbers to at least 100 000 and determine the value of each digit.</li> <li>Read, write order and compare numbers to at least 100 000 and determine the value of each digit.</li> <li>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000,100 000.</li> <li>read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally with increasingly large numbers.</li> <li>Add and subtract whole numbers with more than 4 digits including using formal written methods (columnar addition and subtraction)</li> <li>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>solve addition and subtraction multi-step problems in context deciding which operations and methods to use and why.</li> <li>solve number problems and practical problems that involve all the above</li> </ul> <p><b>Learning ladders objectives</b></p> <p>Place value 33,34,35,37,38</p> <p>Addition and subtraction 17,18,19,20</p>	PSHE / Personal Learning Goals	Trips	<p>Create a different habitat in each year 5 classroom.</p> <ul style="list-style-type: none"> <li>Hot, dry desert</li> <li>Ice, igloos</li> <li>Rainforest</li> <li>Ocean</li> </ul> <p>Children to discuss habitats and species we believe should be protected and saved for the future wellbeing of our earth.</p>
	<p><b>Being Me in My World</b></p> <p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences.</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating.</p> <p>Cultural differences how they can cause conflict.</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p>	<p>National Museum of Qatar</p>	



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<p><u>Art Gallery</u></p> <p>Print off a selection of the posters, created by renowned international artists to raise awareness of global warming and climate change.</p> <p>Laminate each poster, ensure that the slogans for each poster are covered up, so that only the images are visible.</p> <p>Select some photographs related to climate change and the environment. These might include: a landfill site, a recycling logo, a power plant, a scene of flooding, deforestation, a gridlocked street, a wind turbine, a polar bear stranded on an ice floe and so on.</p> <p>Set up the gallery, so that it is a surprise for the children when they arrive. Allow time for the children to explore the gallery and talk about the images and exhibits on display. If you wish, join in their discussion and prompt them to think about the message that each artist is seeking to convey. Is there a common theme?</p> <p>Afterwards, provide art materials for children to create their own poster or exhibit to add to the display – one that communicates their own personal response to what they have seen.</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>3.14 Be able to collect and record evidence to answer geographical questions.</li> <li>3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them.</li> <li>3.20 Be able to use and interpret globes and maps in a variety of scales.</li> </ul> <p><u>International</u></p> <ul style="list-style-type: none"> <li>3.05 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups</li> <li>3.06 Be able to identify ways in which people work together for mutual benefit.</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>3.02a Be able to conduct scientific investigations posing scientific questions</li> <li>3.02b Be able to choose an appropriate way to investigate a scientific issue</li> <li>3.02c Be able to make systematic and accurate measurements from their observations</li> <li>3.02d Be able to explain and justify their predictions, investigations, findings, and conclusions</li> <li>3.02e Be able to record and communicate their findings accurately using</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>3.05 Be able to gather and use information to suggest solutions to problems.</li> <li>3.06 Be able to devise and use step-by-step plans.</li> <li>3.09 Be able to work with a variety of tools and materials with some accuracy.</li> <li>3.10 Be able to test and evaluate their own work and improve on it.</li> </ul>	<p><u>Persuasive writing</u></p> <ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and knowledge.</li> <li>Articulate and justify answers, arguments and opinions.</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>Distinguish between statements of fact and opinion.</li> <li>Continue to distinguish between homophones and other words which are often confused.</li> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>Using brackets, dashes or commas to indicate parenthesis.</li> </ul> <p><u>Stories from different cultures</u></p> <ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and knowledge.</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>Making comparisons within and across books</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</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>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> </ul>
<h2>Climate Control</h2>		



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Maths			EXIT POINT
<p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.</li> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>• Multiply and divide numbers mentally drawing upon known facts.</li> <li>• know and use the vocabulary of prime numbers, prime factors and composite (non-prime) number.</li> <li>• establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Solve comparison, sum and difference problems using information presented in a line graph.</li> <li>• complete, read and interpret information in tables, including timetables.</li> </ul> <p><b><u>Measurement: perimeter and Area</u></b></p> <ul style="list-style-type: none"> <li>• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> <li>• convert between different units of metric measure.</li> <li>• calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</li> </ul> <p>Perimeter and area 28,30,31</p> <p>Statistics 8,9</p> <p>Multiplication and division 14,18,20,15,16</p>	<p><b>PSHE / Personal Learning Goals</b></p>	<p><b>Trips</b></p>	<p><b><u>Art Gallery</u></b></p> <p>Children design a poster that communicates their own response to their study of the theme. What aspects stood out for them? Encourage them to think about the message first and then how they will communicate it through imagery.</p> <p>Posters can be created using art materials, media and computer images. Create a display in a prominent area of the school and invite parents and/or other children from the school to view your gallery.</p>
	<p><b><u>Celebrating differences:</u></b></p> <p>Cultural differences and how they can cause conflict.</p> <p>Racism Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures.</p>		