



ENTRY POINT	IPC		English
<p>Brainwave - Teach someone a chosen knowledge or skill.</p> <p>Establish an agreed set of criteria for 'What makes a good learner' and 'What makes a good teacher'.</p>	<p>Brainwave Learning Goals –</p> <p>3.01 Know about some of the recent evidence and research into the brain and learning 3.02 Know about some of the different areas of the brain and their function 3.03 Understand the different ways that they can learn 3.04 Understand how they can improve their learning and their attitudes to learning 3.05 Understand the importance of cooperation and global awareness in their learning</p> <p style="text-align: center;">Brainwave 2 Weeks: 24th August – 9th September</p>		<p>Recounts</p> <p>Spoken Language: 71. Select and use appropriate registers for effective communication</p> <p>Writing: Composition: 52. Plan 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.</p> <p>Comprehension: <i>Maintain positive attitudes to reading and understanding of what they read by:</i> 16. 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</p> <p>Writing: Vocabulary, Grammar and Punctuation: 55. punctuating bullet points consistently 46. using the perfect form of verbs to mark relationships of time and cause</p>
<p style="text-align: center;">Maths</p>			<p style="text-align: center;">EXIT POINT</p>
<p>Year 5 Revision Baselines Mental Maths</p> <p>Place Value (1 week): Use negative numbers in context, and calculate intervals across 0 Round any whole number to a required degree of accuracy</p>	<p style="text-align: center;">PSHE / Personal Learning Goals</p> <p>Year 6 Orientation/Expectations</p>	<p style="text-align: center;">Trips</p>	<p>Brainwave - Children to set up own learning seminar, to share learning with other members of the school community</p>



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<p>Oil Spill!</p> <p>Children are going to take on the role of government officials charged with cleaning up an imaginary oil spill in the local area/imaginary location.</p> <p>Make it more 'real' by dressing up/ using props, etc.</p> <p>Task: Look at the difference between cleaning and drying a feather that has been in water, and one that has been in oil and water.</p>	<p><u>Geography</u></p> <p>3.14 Be able to collect and record evidence to answer geographical questions</p> <p>3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them</p> <p>3.16 Be able to use appropriate geographical vocabulary to describe and interpret their surroundings</p> <p>3.18 Be able to use appropriate techniques to gather information</p> <p>3.19 Be able to make plans and maps in a variety of scales using symbols and keys</p> <p>3.20 Be able to use and interpret globes and maps in a variety of scales</p> <p>3.22 Be able to explain how physical and human processes lead to similarities and differences between places</p> <p>3.23 Be able to explain how places are linked through movement of goods and people</p> <p>3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways.</p> <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>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 Be able to identify ways in which people work together for mutual benefit.</p> <p style="text-align: center;">Black Gold</p> <p style="text-align: center;">6 weeks: 12th September – 21st October</p>	<p><u>Explanation texts</u></p> <p><u>Non – chronological reports</u></p> <p><u>Spoken Language</u></p> <p>65. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p><u>Composition:</u></p> <p>53. Plan writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p><u>Comprehension:</u></p> <p><i>Understand what they read by:</i></p> <p>18. identifying how language, structure and presentation contribute to meaning</p> <p>20. Distinguish between statements of fact and opinion</p> <p>21. Retrieve, record and present information from non-fiction</p> <p><u>Writing: Vocabulary, Grammar and Punctuation:</u></p> <p>44 using passive verbs to affect the presentation of information in a sentence</p> <p>46. using the perfect form of verbs to mark relationships of time and cause</p> <p>45 using the perfect form of verbs to mark relationships of time and cause</p> <p>48. using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>



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Maths			EXIT POINT
<p>Place Value (1 weeks): Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Solve number and practical problems that involve all of the above.</p> <p>Addition, Subtraction, Multiplication & Division (4 weeks): Use estimation to check answers to calculations and determine, in the context of a problem, an Appropriate degree of accuracy.</p> <p>Solve problems involving addition, subtraction, multiplication, and division.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the 4 operations.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Perform mental calculations, including with mixed operations and large numbers</p> <p>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p>	<p style="text-align: center;">PSHE / Personal Learning Goals</p> <p><u>Being me in my world</u></p> <p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children’s universal rights</p> <p>Feeling welcome and valued Choices, consequences, and rewards</p> <p>Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p style="text-align: center;">Trips</p> <ol style="list-style-type: none"> 1. Visit Oil & Gas company 2. Mshereib – museum 3. Guest speaker 	<p>Plan an awareness day, to share some of the issues that you have explored in this unit with other members of the school and the local community.</p> <ul style="list-style-type: none"> • Presentations (verbal and multimedia) • Interactive models and exhibits Posters and images • Games and puzzles (a demo of the entry point game or ‘guess the oil product’) • A drama skit or performance



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<p>Using the visual stimulus from the photographs, oral feedback from the interviews and other information they have collected from their research ask the children to present their 'impression' of the host country in their preferred art form. Give each child a piece of paper with the following listed on it: Dance Song Instrumental music (without voice) Painting Sculpture Prose or poetry Drama or mime Ask them to identify, and number in order of preference, their two preferred art forms from the list.</p> <p>Use this information (second choices if necessary) to group the children. They will then need to work in small groups to research the art form they have been allocated.</p> <p>Each group will need to decide:</p> <p>How to work together so that everyone can contribute</p> <p>Group rules and roles</p> <p>How to share their impressions of the host country – discussion and mind maps What materials and resources they will need and where they will get them. How they will record their impressions or perform them for the rest of the class.</p> <p>The two days of creativity will culminate in performances or 'viewings' at the end of the second day.</p>	<p>Art Learning Goals</p> <p>3.03 Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences</p> <p>3.04 Be able to communicate through visual and tactile forms</p> <p>International Learning Goals</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 Be able to identify ways in which people work together for mutual benefit</p> <p>Music Learning Goals</p> <p>3.04 Be able to play tuned and untuned instruments with control and rhythmical accuracy</p> <p>3.05 Be able to perform as part of an ensemble</p> <p>3.07 Be able to compose musical pieces combining musical elements within a structure</p> <p>Physical Education Learning Goals</p> <p>3.05 Be able to plan their own performance</p> <p>3.10 Be able to refine and improve their performance based on their understanding of what is needed</p>	<p>Stories from other cultures</p> <p>Stories with familiar settings</p> <p>Spoken Language:</p> <p>71. Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Comprehension:</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>11. 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</p> <p>12. recommending books that they have read to their peers, giving reasons for their choices</p> <p>14. making comparisons within and across books</p> <p>Understand what they read by:</p> <p>15. drawing inferences such as inferring characters</p> <p>Composition:</p> <p>54. Plan writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>56. Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>57. Draft and write by précising longer passages</p> <p>Writing: Vocabulary, Grammar and Punctuation:</p> <p>46. using the perfect form of verbs to mark relationships of time and cause</p> <p>59. Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>55. punctuating bullet points consistently</p>
<p>They See the World Like This</p> <p>6 weeks: 1st November – 16th December</p>		



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Maths			EXIT POINT
<p>Addition, Subtraction, Multiplication & Division (2 weeks):</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>FRACTIONS, DECIMALS & PERCENTAGES (4 weeks):</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>Use written division methods in cases where the answer has up to 2 decimal places</p> <p>Multiply one-digit numbers with up to 2 decimal places by whole numbers</p>	<p>PSHE / Personal Learning Goals</p>	<p>Trips</p>	<p>Have a spectacular art showcase to end this unit. Bring together what you have learned about art, music and dance in one place or arrange artwork 'impressions' around the school using different classrooms, corners, reception areas, etc, on a grand art journey or tour.</p>
	<p>Celebrating Difference</p> <p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict</p> <p>difference as celebration Empathy</p>	<p>Islamic Art Museum</p>	