



GEMS FirstPoint School

Year 5

Autumn Term 2021



Thou Art



Overall Learning Focus:

How has the arts of performance and theatre moulded modern day life?

Knock knock, who's there? William Shakespeare, William Shakespeare who? The most influential person of the English Language! Year 5 take the stage as they explore the famous arts of theatre from where it all began with William Shakespeare. We will dive into the history of the great legend from where it all began in the time of the Tudors, to the influence had on the world today with his dramatic playscripts and his development of the English Language we speak today. We will follow in his footsteps innovating one of his most well-known playscripts on relationships and betrayal in preparation for the show of a lifetime held at the FPS Grand Theatre!

Core Values:

Exploring arts of performance from around the world

Innovating one of Shakespeare's classics into their own style

Enterprising
Children will be hosting their own theatre, tickets, costumes and play script to perform during our Year 5 theatre

Creating costumes for theatre performance

Topic Hook:

Welcome to the Globe Theatre

Children enter the classroom and are seated with their ticket to attend the theatre.

*Where will you be seated?
How do the seats and treatment differ depending on your ticket?*

Trips and Events:

Virtual trip around the Globe Theatre: Where did Shakespeare begin?

Virtual zoom call with local playscript writer/artist- In the life of an artist?

Parental Engagement:
Drum roll please... You have been invited to the biggest show of all time!
Welcome to the Year 5 theatre!

Community Links:

Tour of the Opera House: Explore the difference between theatre venues around the world

Explore famous artists from the UAE

Fantastic Finish:

Parental Engagement:
Drum roll please... You have been invited to the biggest show of all time! Welcome to the Year 5 theatre!

Narrative (setting description)

- To discuss and evaluate author's intent and how they use language to affect the reader
- To identify the audience for and purpose of the writing
- To use similar writing as models for their own writing
- To write narratives (setting description) using what we have read, listened to or seen performed
- To use models to build banks of vocabulary around a topic
- To write a setting description

Balanced Argument

- To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- To use fronted adverbials when writing a balanced argument
- To use conjunctions, adverbs and prepositions to express time and cause
- To use models to build banks of vocabulary around a topic
- To use story mapping to plan a balanced argument
- To write a balanced argument



Writing across the Curriculum



Spoken Performance

- To continue to read and discuss an increasingly wide range of fiction, poetry and plays
- To learn a wider range of poetry by heart
- To prepare 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
- To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Playscripts

- To continue to read and discuss an increasingly wide range of fiction, poetry and plays
- To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- To use similar writing as models for their own writing
- To use models to build banks of vocabulary around a topic
- To innovate a playscript using a model

Narrative (alternative ending)

- To discuss and evaluate author's intent and how they use language to affect the reader
- To identify the audience for and purpose of the writing
- To use similar writing as models for their own writing
- To innovate narratives using what we have read, listened to or seen performed
- To use models to build banks of vocabulary around a topic
- To write a narrative (alternative ending)
- To edit and improve

Spelling

- To recap suffixes from KS1 and lower KS2
- To understand and discuss what a suffix is
- To add suffixes to nouns and adjectives to create verbs in their writing.
- To understand that prefixes can create negative words by adding dis, de, mis, over and re (explore this language in the poetry studied)

Punctuation

- To explore how brackets and dashes are used to indicate parenthesis – explore this within a playscript.
- To use parentheses within their character and setting descriptions using brackets, dashes or commas to separate the parenthesis.



Spelling, Punctuation and Grammar



Grammar

- To use a range of relative clauses within their writing including who, which, where, when and that to provide further information.
- To be able to identify relative clauses within texts.
- To explore language within poetry focus in on modal verbs and how this indicates a degree of possibility. Use this when writing their own poetry to show emotion.

Terminology

modal verb, relative pronoun relative clause
parenthesis, bracket, dash cohesion, ambiguity.



Maths Units



Number - Number and Place Value

- To read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- To count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- To round any number to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- To solve number problems and practical problems that involve all of the above.
- To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero

Number - Addition and Subtraction

- To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- To add and subtract numbers mentally with increasingly large numbers
- To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Measurement- Area and Perimeter

- To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- To calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes

Number – Multiplication and Division.

- To identify multiples and factors, including all factor pairs of a number, and common factors of two numbers.
- To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- To establish whether a number up to 100 is prime and recall prime numbers up to 19
- To recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
- To multiply and divide whole numbers and those by 10, 100 and 1000
- To multiply and divide numbers mentally drawing upon known facts
- To 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
- To 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
- To solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign



Core Curriculum - Subject Areas



Science

- To observe and record uses of materials in the school building
- To identify properties of materials and why they are used for particular purposes (extended writing based on last lesson)
- To plan an investigation about which carrier bag will be the best, including prediction
- To observe and record how carrier bag functions
- To report and present findings from enquiry by writing letter about which plastic bag is best
- To plan investigation about materials that will keep drink warm (comparative test)
- To record observations about temperature of a drink using different materials as insulators (observing over time) – table then line graph
- To use scientific evidence, report on findings, forming a conclusion about thermal insulators
- To record observations about the height of instant snow as water was added

Social Studies

- To understand the difference between weather and climate.
- To explain how the weather changes.
- To identify five types of climate, atmosphere, North pole, South pole and the equator.
- To recognise the temperature in Fahrenheit and Celsius.
- To understand and apply different latitudes.
- To identify the climate zones.
- To describe each climate zone.
- To understand how landforms and climate determine the way we live.
- To identify the types of homes built in different climate zones.
- To explain why certain of homes are important in different climate zones.
- To identify the types of clothes worn in different climate zones.
- To identify different climate zones based on pictures.
- To identify the types of plants and animals in different climate zones.
- To describe different animals and their habitats.
- To conduct basic research and create a way to present their findings to the class.
- To understand climate changes.
- To understand the concept of the greenhouse effect.
- To explain how humans contribute to the pollution.
- To know how scientists research the climate changes over the years.
- To understand the use of sediment and ices cores.

Moral Education

- To show a greater understanding of how to solve conflicts at home and at school.
- To understand and explain that communication is the key to conflict resolution.
- To demonstrate, independently, a compromise.
- To notice when a conflict could happen and do what they can to prevent it.
- To make and act upon appropriate and sensible decisions.
- To identify where and how overland and sea-trade routes and cities developed in the region.
- To explain the various goods that were traded along these routes.
- To describe ways in which the trade routes were important beyond the movement of goods.
- To discuss and/or write about what life was like along the trade routes and in the cities.
- To explain, at a simple level, the benefits and potential problems of interconnectivity between different peoples.



Thematic Curriculum - Subject Areas



Geography

- To name and locate counties and cities of the United Kingdom (and other countries), geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- To describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

History

- To study how houses have developed over time
- To carry out an in-depth study of Shakespeare and his work
- To trace over time how Shakespeare has influence modern day life
- To analyse how Shakespeare has influence English language
- To produce a chronological timeline of Shakespeare's life and work
- To write an explanation text around the history of the Globe Theatre
- To apply these skills to the local history of the UAE

Art

- To improve their mastery of art and design techniques by creating a Globe Theatre model using clay
- To design and produce costumes inspired by a Shakespeare play
- To create a portfolio to record their observations and use them to review and revisit ideas
- To learn about great artists, architects and designers in history



Thematic Curriculum - Subject Areas



Computing

- To explain about why it is important to be kind and polite online and in real life.
- To understand that not everyone is who they say they are on the Internet
- To explain about what makes a secure password and why they are important.
- To use the safety features of websites as well as reporting concerns to an adult.
- To recognise websites and games appropriate for my age
- To make good choices about how long I spend online.
- To ask an adult before downloading files and games from the Internet.
- To post positive comments online
- To recognise what cyberbullying looks like
- To know who to tell if I am being bullied online.
- To understand why some people use cyberbullying and how to help them

PE

- Develop your jumping technique to perform the step sequences correctly.
- Investigate the use of arms and hips in your jump and correctly implement them into performances.
- Safely implement the correct technique, when jumping for distance, consistently demonstrating control and fluidity.
- Develop throwing technique to perform the correct action.
- Investigate the impact of the legs and hips in your throw and develop the components of the basic technique to throw for distance.
- Develop the turning board technique, striking the board in the correct place.
- Investigate the impact of speed when approaching the turning board and implement them into a performance demonstrating knowledge of tactics in longer races.

Swimming

- I can swim 25 meters front crawl with correct arm and leg swimming technique (see resource card).
- I can swim 25 meters backstroke with correct arm and leg swimming technique (see resource card).
- I can swim 25 meters breaststroke with correct arm and leg swimming technique (see resource card).
- I can attempt an undulating action (dolphin kick) underwater.
- I can peer assess my friend and explain how they can swim more efficiently using swimmer/teacher technique using both ipad/ resource cards.
- I can provide feedback for my friend by showing progress by ipad or resource card.
- I can hold the HELP position for 2 minutes
- I can use the correct entry into the water depending on different scenarios (straddle and seated entry).
- I can retrieve an object from the bottom of the deep end
- I can do a feet first surface dive
- I can attempt a tumble turn
- I can attempt a backward roll

Design & Technology

- To develop practical/electrical prototyping skills through coding and use of electronics practical equipment
- To be able to program basic coding to microbits, initiating a process or action
- To be able to assemble basic robotic prototypes



Thematic Curriculum - Subject Areas



Music

- To listen to and repeat single phrases with some accuracy
- To find the pulse and sing mostly in time
- To clap and sing syncopated rhythms
- To sing with some control of the voice: accurate pitch and register (high/low), diction, expression (loud/soft)
- To describe simple musical elements with some accuracy: tempo, dynamics, pitch
- To sing an entire song from memory as a class in front of an audience
- To understand and explain the role which music and singing played in the lives of the Ancient Greeks

Drama

- To read and discuss a story that is set in another country
- To explore the themes of the story
- To explore the introduction of character in the story
- To use drama techniques to present a story to an audience
- To work collaboratively as a group with a shared aim
- To evaluate the success of their own and other's performances
- To watch a video of a tradition from another culture
- To explore the use of movement in the Haka
- To understand an historical concept
- To discuss the use of facial expressions for performance
- To explore the use of voice and sound for a given purpose
- To watch a video of a tradition from another culture
- To explore the use of morals in fairy tales to teach children
- To understand an historical concept
- To use some basic physical characterisation skills
- To change and adapt the voice to suit a character
- To watch a video of a tradition from another culture
- To explore the use of movement in carnival dancing
- To establish an understanding of isolated movement in choreography
- To explore the use of movement in Bollywood dancing

Modern Foreign Languages (MFL)

- To explore Meeting and Greeting in French (and in France)
- To say Who We Are (focusing on Positivity)
- To be able to introduce someone else (il s'appelle...)
- To praise the Qualities of our friends using positive adjectives.
- To explore numbers to (at least) 21
- To ask for age and saying your age.
- To produce sentences including birthday date.
- Identifying what we have/possess in our school bags.
- To produce an extended piece of writing/spoken work (including the *negative*).
- To engage in a conversation (questioning and answering).
- To describe our classroom and its components.
- To debate whether it is better to learn at home or at school (*c'est mieux de / je préfère + verb*)
- To produce sentences/short text using there is /are- there isn't/aren't.

Arabic A

- يقارن المتعلم بين عناصر القصة (الشخصيات – الأحداث – الزمان – المكان) في قصص قرأها مبدئيًا رأيته.
- يوظف المتعلم أدوات الاستفهام (من – ماذا – متى – أين – لماذا – كيف) في طرح أسئلة والإجابة عنها.
- يقرأ المتعلم قراءة صحيحة مستثمرًا معرفته بالشمسية وأل القمرية، والهمزة والتاء المربوطة والتاء المفتوحة، والهمزات بشرط أن تكون الكلمات مشكولة شكلاً تاماً.
- يكتب المتعلم بطاقة تهنئة – بطاقة دعوة – جملاً إرشادية مفيدة.
- يعيد المتعلم سرد قصة حقيقية أو خيالية سمعها أو قرأها ذكراً بعض التفاصيل مثل: الزمان – المكان – الأحداث.

Arabic B

- To produce a limited number of simple communication tasks.
- To write phrases and sentences, include present tense.
- To write simple text and sentences at appropriate degree of cohesion.
- To understand some information in a short cohesive text.
- To show simple ability to understand oral texts composed of several sentences.
- To apply some time and place adverbs in his/her writing
- To apply some interrogative pronoun in his /her writing.

Islamic

- To learn the Duaa' of entering and exiting the house
- To apply the etiquettes of entering and exiting the house
- To assess the different situations that are linked to the etiquettes of entering and exiting the house
- To describe how did the prophet SAW begin his call to Islam
- To identify the etiquettes used to his call to Islam
- To list the names of the early Muslims and to examine their situation
- To discuss the situations from the call of the prophet SAW to Islam