

**Assunnah Primary School**

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| **Long Term Planning** | **Class** | Year 5/6 | **Teacher** | Samia | **Year** | 2020- 2021 |

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| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Our Islamic**  **Values** | **Faithfulness** | **Tolerance** | **Patience** | **Respectfulness** | **Gratitude** | **Justice** |
| **British values linked to Islamic values (PSHE)** | **Rule of law**  Introducing British Values embedded classroom rules and laws.  Following instructions in accordance to relevant Hadith/Ayat  Know what is right/ wrong - Express and justify personal opinion.  Islamic sharia and following the sunnah. Black history month. | **Democracy**  Tolerance of those of  different beliefs and faiths  in accordance to relevant  Hadith/Ayat.  Respect the similarities  and differences between  people like: gender, abilities families, cultural backgrounds, etc.  People have differences and things in common, but everyone is unique. | **Living in the wider world**  Everyone in a community has rights and responsibilities  Right and Wrong-  What’s appropriate behavior and unkind behavior.  Thanking Allah for all the bounties. | **Respect, Tolerance and Diversity**  Respect for all Including parents, neighbours, adults including other religions and cultures.  Mutual respect freedom of speech in accordance to relevant Hadith/Ayat  Positive Relationships with friends, family and the community | **Helping others in the community**  Kindness and being generous.  Supporting / donating to helping the poor and needy  Appreciating our country (UK)and our living  Healthy Eating - Health and Wellbeing.  Ramadhan - Piety (taqwa) Kindness - Give a Little | **Individual Liberty**  Making the right choice  Freedom of speech and expression  Healthy living and health eating  Changing Me    Self-image, body image, puberty, looking after yourself physically and emotionally, how babies are made, IVF,  becoming a teenager, growing responsibilities and transition |
| **PSHE** | **School / class rules**  Make rules that can easily be adhered by all.  Black history month. Impact of racism | **Anti-bullying**  Anti-bullying week  Internet online safety | **The Environment**  Protecting the environment.  Using natural resources sustainably (R-R-R) | **Positive Relationships**  Respect and kindness for family, relatives, friends and the wider community | **Appreciate what you have**  Be thankful and happy with what you have  Showing gratitude Mindful of others feeling | **Health and Wellbeing**  Positive thoughts and negative thoughts.  feelings and emotions setting achievable goals |



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| **English** | **Writing to describe- *letter in role***  Answer questions relevant to the book based upon direct retrieval style questions  -Find and copy….  -Which word….  -What happens  When….  -Authors point of view  (explanation)  -Design their lead character  - Write a character and setting description  - Write a dialogue  **Non-Fiction :** Letter, character description and narratives.  **War Horse** | **Writing to recount- *diary entry***  Annotate poems line by line to understand the meaning  - Write their own poem  - Creative writing   * + -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   **Non-Fiction**: Writing to recount diary, poems and biography.  **The diary of Anne Frank** | **Writing to instruct- *instructional guide***  -Write a non-chronological report, based on what they know about Mesopotamian Blue cats (for example)  - Include relevant features  -Re-drafting, edit and publish  -Write for audience and purpose  -Use persuasive techniques: imperative command, statistics and figures, puns and hyperbole (exaggerated language used for effect)  -  **Fiction**: Fantasy Stories (setting and character descriptions)  **Lion Boy** | **Writing to recount *– ‘A day in my life in Haringey’***  Sustain and develop main ideas logically in narrative and non-narrative writing  - Writing in role  - Use of emotive language  - Use of persuasive language  - Include rhetorical questions  - Use of chronological order  - relevant features (time- date- place etc…)  **Non-Fiction** : Information texts (inc. non- chronological reports)  **The Railway children** | **Writing to entertain – *short stories***  -Plan a positively biased news feature story.  -Write a text recount of a newspaper report  -Understand the arguments for and against plan a persuasive letter  -Draft a formal persuasive letter Edit for clarity and cohesion and to improve the effect on the reader  Writing in role  - Use of emotive language  Use developed noun phrases to add detail to sentences  **Non-Fiction:** Writing to recount and narrative short extracts.  **Short!** | **Writing to entertain –*poems from another culture***  Write a free verse poem  -Comparing poetry  -Analysing  -Personal response  -Performance  -Analysis of poetry  -Narrative poem  -Performance of poetry in class  - Write their own sonnet (14 lines)  - Use of alliterations, repetitions  **Fiction**: Alternate endings, setting descriptions  **Overheard in a Tower Block** |
| **SPAG** | Using relative expanded noun phrases, fronted adverbials and subordinate relative clauses, | Use further prefixes and suffixes and understand the guidance for adding them  spell some words with ‘silent’ letters. Continue to distinguish between homophones and other words which are often confused. | Use knowledge of morphology & etymology in spelling & understand that the spelling of some words needs to be learnt specifically. | Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary & a thesaurus | Using commas to clarify meaning or avoid ambiguity in writing and using hyphens to avoid ambiguity. | Using personification including simile, metaphor and onomatopoeia to create imagery in writing using a range of poems tanka, haiku, acrostic, cinquain & limerick. |
| **Guided reading** | **The Secret of Ahmed** | **The boy at the back of the class** | **Skelling** | **The Lion, The Witch and The Wardrobe** | **Varjak Paw** | **Street Child** |
| **D.E.A.R** | **Stories of the Prophets** | **Stories of the Prophets** | **Boy by Roald Dahl** | **Boy by Roald Dahl** | **Running Wild by Michael Morpugo** | **Running Wild by Michael Morpugo** |



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| **Maths**  **Our school have recently introduced**  **Power Maths: new resources and features are designed to help schools provide appropriate teaching this year, identify and follow up gaps in children's learning, and support remote learning if and when necessary.** | **Numbers: Place value and negative numbers**  We will investigate read, write, order and compare numbers up to 10,000,000 and determine the value of each digit  round any whole number to a required degree of accuracy  use negative numbers in context, and calculate intervals across 0 solve number and practical problems that involve all of the above.  **Algebra**  Use simple formulae  Generate and describe linear number sequences  Express missing number problems algebraically  Find pairs of numbers that satisfy an equation with 2 unknowns  Enumerate possibilities of combinations of 2 variables | **Number - addition, subtraction, multiplication and division.**  We will use the 4 operations to solve multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication, divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders by rounding and use the 4 operation to solve word problems, | **Number - Fractions (including decimals and percentages)**  We will find out common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.  Multiply simple pairs of proper fractions, writing the answer in its simplest form. | **Ratio and proportion**  We will solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages and the use of percentages for comparison solve problems    **Statistics**  Interpret and construct pie charts and line graphs and use these to solve problems  -calculate and interpret the mean as an average | **Measurement**  Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.  Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure. Convert between miles and kilometers.  Calculate the area of parallelograms and triangles  -calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimeters (cm³) and cubic meters (m³), and extending to other units [for example, mm³ and km³] | **Geometry - position and direction**  Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.  Describe positions on the full coordinate grid and translate simple shapes on the coordinate plane, and reflect them in the axes. Draw and label a pair of axes in all 4 quadrants with equal scaling. |
| **Science** | **Living Things and their Habits**  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  Describe the life process of reproduction in some plants and animals.  Describe how flowering plants reproduce.  Animals and their habitats  Classify animals | **Animals including humans**  Describe the changes as humans develop to old age.  Explain how a human foetus  Create a timeline showing the development of a child.  Describe the changes involved with puberty.  Look for patterns and identify which mammal has the longest gestation period. | **Properties and change of materials**  Explain how to recover a substance from a solution.  Describe how to recover a substance from a solution  Group materials according to their properties.  Investigate which materials are soluble in water.Suggest ways in which different mixtures can be separated. | **Earth and Space**  Describe the movement of the Moon relative to the Earth  Describe the movement of the Moon relative to the Earth  Explain how the Moon moves.  Different planet classifications - terrestrial, gas giant, and ice giant.  Comparing, grouping and ordering the planet. | **The Solar System**  Describe the movement of the Earth, and other planets, relative to the Sun in the solar system  Explain how the Earth and the other planets in the solar system move.  Describe the Sun, Earth and Moon as approximately spherical bodies | **Forces**  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  Identify the effects of air resistance, water resistance & friction, that act between moving surfaces  Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. |



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| **Geography / History** | **Catch up lessons**  This term we will be doing  catch up lessons targeting  Maths and English as  children have not been in  school since March.  These lessons will replace  History and Geography.    In addition, we will give  extension homework to  make the process quicker. | **Catch up lessons**  This term we will be doing catch  up lessons targeting Maths and  English as children have not been  in school since March.  These lessons will replace History  and Geography.    In addition, we will give  extension homework to  make the process quicker. | **History of Haringey**  **during WWII**  Explore how Haringey  changed after the Second World War. What impact did the war have on: who lived here? Life for children? Life for women? Buildings in the area?    Discuss what it was like to be a child living in Haringey during the Second World War. Look at maps to show where Haringey was bombed. Find some recounts of what life was like to read together. | **Learn about a significant event in our own locality**  Hot-seat children in the class to find our information about what it is like to grow up in Hackney today. How does it compare to the childhood described in previous weeks by the grandparent and the parent? | **What does our**  **habitat look like in**  **different seasons?**  Compare different climate zones around  the world.  Explore how your habitat  changes depending on the season. | **How can we sustain life in our habitat?**  Explore changes humans are making which are affecting your habitat, including deforestation. |
| **Arts, craft and Design Technology** | Children will create a range of displays for our various PSHE topics such as ‘Anti – bullying, Internet safety- Black History Month and Tolerance’  Children will use white and black paint to create lighter and darker shades. | Children develop their understanding of how movement can be created, dioramas reproducing WW1 scenery based upon our class novel: ‘War Horse’. | Homes-observe different types of buildings and develop an understanding of structures, Design and construct a model home which is strong and stable and incorporates the main features. | Over Summer term, children will work in groups to design and make a 3D miniature model of Haringey (decide which). Context: Pupils  **Research stage:** research other similar designs (model villages) and think about what you like and dislike about each model. Develop some design criteria – what does your model need to include | Research the materials that you might use for your model building. What are the properties of these materials? Why are they ‘fit for purpose’? Which different materials will be used for different parts of the model? | Provide the class with a range of materials and tools to use for their practical task. They have 5 weeks to make their miniature models. Support children with their construction techniques. |
| **Quran** |  |  |  |  | . |  |
| **Tarbiyah/ Tafsir & Religious Education** | **Faithfulness**  -Presenting the prophet faithful friend during migration from Mecca to medina  -children study the religious codes for living of the major UK religions  - **Pupils look at how ,**[**Muslims**](about:blank), [**Christians**](about:blank)**and Jewish people pray.** | **Tolerance**  Ta'if Accepts Islam: Life of the Prophet Stories Muhammad, after year of delegation  - Christian and Buddhist Beliefs and Practices  - Christmas and Jesus and why Christian celebrating Christmas? | **Patience**  -Story of Prophet Yunes and Yahya (John)  -Patience of a test of the 3 darkness!!  -The five books of the prophets  -Vocab: Moses / Abraham Adonai / Hashem Torah / Old Testament / Rabbi Christianity: Christian / Church / Jesus / Bible/ New Testament /Vicar / Priest / Lords Prayer | **Respectfulness**  Being dutiful and respectful to our parents  Tafseer: وقضى ربك...الاية  -Moses AND Banou-Israeel and the faith of his mother and his brother. | **Gratitude**  The importance of saying Al Hamdou Lilah for Allah’s bounty’s,  “Learn Al Hamdou Lilah Song:  -Do Sikhs need the Guru Granth Sahib? Do Sacred texts have to be true to help people understand their religion? Does participating in worship help people feel closer to God or their faith community? | **Justice**  Story of the prophets “Mohummed, Jesus and Moses” for being Just in every action.  -Apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.  Discuss and apply their own and others’ ideas about ethical questions, including ideas about right and wrong, and justice and fairness. |



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| **Arabic** | Theme 1:  **Identity and** **culture**  ● Who I am ? relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models  ● Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)  ● Cultural life: celebrations and festivals; reading; music; sport; film and television | Theme 2:  **Local area, holiday, and travel**  **●** Holidays: preferences, experiences and destinations  ● Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping  ● Town, region and country: weather; places to see; things to do | Theme 3:  **School**  ● What school is like: school types; school day; subjects; rules and pressures; celebrating success  ● School activities: school trips; events and exchanges  **Grammar**  The case system (nouns and adjectives)  ● nominative  ● accusative  ● genitive | Theme 4:  **Future aspirations**,  **study and work**  ● Using languages beyond the classroom: forming relationships; travel; employment  ● Ambitions: further study; volunteering; training  ● Work: jobs; careers and professions  **Grammar**  The vocalisation system (R) (for ease of listening and reading and to clarify meaning):  ● short vowels, nunation, sukun, madda, shadda and hamza  ● sun and moon letters  ● transliteration of loan words in Arabic script | Theme 5:  **International and global** **dimension**  ● Bringing the world together: sports events; music events; campaigns and good causes  ● Environmental issues: being ‘green’; access to natural resources  **Grammar**  Nouns: • gender • singular, dual and plural forms َوز، شجر، ورق ) plurals collective and ) مدارس، كتب، متاحف ) broken common• ( م ُ ٍّغن ٍ ، كراس، مستشفى ) nouns weak common• ٍ، م ( ناد • simple Idafa (the construct state) | Grammar  Nominal sentences:  • equational sentences and negation with ( ليس(  • kana and its common sisters • inna and its common sisters Articles:  • definite, omission of the indefinite article, generic use of the definite article Adjectives:  • agreement  • position • comparative and superlative ( هذا، هذه، هؤلاء، ذلك، تلك ) demonstrative  • ( ٍعال، ٍغال ٍ ، ماض ) weak common• Adverbs: • comparative and superlative (كيف، متى ) interrogative•  • adverbs of time and place ( هناك، هناً)  ليوم، غدا  • common adverbial phrases Quantifiers/Intensifiers:  • ً ً، قليلا ً، كثيرا ّجد |
| **PE** | Communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and  sports and learn how to evaluate & recognise their own success. | Use running, jumping, throwing and catching in isolation and in combination  play competitive games | Develop flexibility, strength, technique, control and balance [for example, through  athletics and gymnastics. | Take part in outdoor and adventurous activity challenges both individually and within a team. | Compare their performances with previous ones and demonstrate improvement to  achieve their personal best. | Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively [for example, front crawl, backstroke and  breaststroke]  Perform safe self-rescue in different water-based situations. |
| **ICT** | **Web developers**  We are web developers – computer networks – creating a web page about cyber safety | **Cyber bullying and internet safety**  Protecting yourself and your personal information  We are artists – creativity, fusing geometry and art designs | **Using block based visual programming language and website**  Building a scratch project and presenting to their class  We are architects – productivity – creating a virtual space, including text, typing shapes and animations | **Game developers**  We are game developers – programmers, developing an interactive game | **Understanding of the code breaking**  We are cryptographers – computational thinking – cracking codes. We will develop an understanding of computer security, information security and network security | **Making and editing a blog**  We are bloggers –  communication/collaboration – sharing experiences and opinions  . |
| **Music** | Nasheeds and poetry | Nasheeds and poetry | Nasheeds and poetry | Nasheeds and poetry | Nasheeds and poetry | Nasheeds and poetry |
| **Trips** | Virtual Museum visit | Virtual Holocaust Museum visit | Trip to the War Museum | Visit History Museum | Local WW1 buildings in Haringey | Trip to Science Museum |