Curriculum Mapping

2021 – 2022

Grade 5

POI 2021 - 2022

	UOI 1	UOI 2	UOI 3	UOI 4
	05 SEPT – 04 NOVEMBER 9 WEEKS	O7 NOV – 20 JAN 9 WEEKS	23 JAN – 31 MAR 9 WEEKS	03 APR – 09 JUNE 10 WEEKS
KG 1	**WHO WE ARE** Every day I can learn more about me and who I am	**HOW THE WORLD WORKS** Understanding materials determines how people use them.	**SHARING THE PLANET** Living things have specific needs in order to grow and stay healthy.	**HOW WE EXPRESS OURSELVES** We use self-expression to communicate our ideas and feelings.
KG 2	**WHO WE ARE** Making and keeping friends are important life skills.	**SHARING THE PLANET** Plants are an important part of our environment.	**HOW WE ORGANISE OURSELVES** People play different roles in communities to which they belong.	**HOW WE EXPRESS OURSELVES** Through play we express our feelings and ideas and come to new understandings.
GRADE 1	**WHO WE ARE** Family relationships contribute to shaping our identity.	**WHERE WE ARE IN PLACE AND TIME** The history of my country can teach me about myself.	**HOW THE WORLD WORKS** All living things go through a process of change	**HOW WE EXPRESS OURSELVES** Stories can engage their audience and communicate meaning

	UOI 1	UOI 2	UOI 3	UOI 4	UOI 5	UOI 6
	05 SEPT – 14 OCT 6 WEEKS	17 OCT – 25 NOV 6 WEEKS	28 NOV – 27 JAN 7 WEEKS	30 JAN – 17 MAR* 7 WEEKS [PYPX 16-17 Mar]	20 MAR – 28 APR* 6 WEEKS	01 MAY – 09 JUNE 6 WEEKS
GRADE 2	**WHO WE ARE** Citizens of a community have rights and responsibilities.	**WHERE WE ARE IN PLACE AND TIME** Homes may be influenced by a variety of factors.	**SHARING THE PLANET** Animals depend on their habitat for survival.	**HOW THE WORLD WORKS** Light comes from varying sources and affects us in different ways.	**HOW WE ORGANISE OURSELVES** Communication connects people and communities.	**HOW WE EXPRESS OURSELVES** The natural world inspires creative expression.
GRADE 3	**HOW WE ORGANISE OURSELVES** Communities work together to make and follow agreements.	**HOW WE EXPRESS OURSELVES** People recognize important events through celebrations and traditions.	**WHO WE ARE** The choices we make contribute to the well being of ourselves and others.	**HOW THE WORLD WORKS** People apply their understanding of forces to improve, invent, and create.	**SHARING THE PLANET** Water is a natural resource that sustains our planet and all living things.	**WHERE WE ARE IN PLACE AND TIME** Interpreting artefacts provides insight into peoples' histories.
GRADE 4	**WHO WE ARE** Knowledge of our cultural heritage provides an insight into how we relate to others	**SHARING THE PLANET** Children worldwide encounter a range of challenges and opportunities	**HOW THE WORLD WORKS** The earth experiences changes caused by geological forces.	**WHERE WE ARE IN PLACE AND TIME** Exploration can lead to discoveries, opportunities and new understanding.	**HOW WE ORGANISE OURSELVES** Communities organise systems to manage their environment.	**HOW WE EXPRESS OURSELVES** Through the arts people use different forms of expression to convey their uniqueness.
GRADE 5	**SHARING THE PLANET** Small steps can lead to global change and a more peaceful world.	**HOW THE WORLD WORKS** Matter exists in different forms which can be changed and used for a variety of purposes.	**HOW WE EXPRESS OURSELVES** People use sounds, words and images to inform, entertain and persuade specific audiences.	**WHO WE ARE** PYP EXHIBITION	**HOW WE ORGANISE OURSELVES** Economic activity relies on the system of production, exchange and the consumption of goods and services.	**WHERE WE ARE IN PLACE AND TIME** Migration is a response to human circumstances and challenges.

LANGUAGE
Oral language—listening and speaking
Phase 5
Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning

Visual language—viewing and presenting
Phase 5
Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Written language—reading
Phase 5
Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

Written language—writing
Phase 5
Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

MATHEMATICS
Data handling
Phase 4
Learners will collect, organize and display data for the purposes of valid interpretation and communication. They will be able to use the, mean to summarize a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Learners will understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically.

Measurement
Phase 4
Learners will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area and perimeter. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the learners will be able to measure and construct angles.

Shape and space
Phase 4
Learners will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modelling. They will apply the language and notation of bearing to describe direction and position.

Pattern and function
Phase 4
Learners will understand that patterns can be represented, analysed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patternsThe students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

Number
Phase 4
Learners will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers.hey will understand that fractions, decimals are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions and decimals.They will use mental and written strategies to solve problems involving whole numbers, fractions and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.

SCIENCE
Ages 9–12 years
Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognize that change may be affected by one or more variables. Students will reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will examine ethical and social issues in science-related contexts and express their responses appropriately. They will use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Arts

Responding
Phase 4
Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Creating
Phase 4
Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their learning. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

PSPE

Identity
Phase 4
Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

Active Living
Phase 4
Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

Interactions
Phase 4
Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.

Social Studies
Ages 9–12 years
Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

ICT
Technology in the PYP

CURRICULUM MAPPING 2021-2022		SEMESTER 1	
GRADE 5	**UOI 1**	**UOI 2**	**UOI 3**
TD Theme	**SHARING THE PLANET**	**HOW THE WORLD WORKS**	**HOW WE EXPRESS OURSELVES**
Unit of Inquiry	**CENTRAL IDEA** Small steps can lead to global change and a more peaceful world. **LINES OF INQUIRY** ● Issues that affect us as global citizens ● Change makers in our world ● Aspiring towards a better world	**CENTRAL IDEA** Matter exists in different forms which can be changed and used for a variety of purposes **LINES OF INQUIRY** ● Properties of matter ● Chemical and physical changes ● Chemical and Physical Changes and their Effect on Our Environment	**CENTRAL IDEA** People use sounds, words and images to inform, entertain and persuade specific audiences. **LINES OF INQUIRY** ● The use of sound, words and imagery in different kinds of media ● How design elements support communication ● The role of art, music and language in forming perceptions
Concepts	**Form** *What are global issues?* **Perspective** *How do you recognise a change maker?* **Responsibility** *How can we contribute to an inclusive and respectful global community?*	**Form** *What are the properties of various forms of matter?* **Change** *What is the process of chemical and physical change?* **Causation** *What changes are harmful to the environment?*	**Function** *How do different types of media use sounds, words and images?* **Form** *What design elements support communication?* **Perspective** *How are our responses shaped by art, music and language?*
Related Concepts	Citizenship Initiative, Progress	Properties Transformation	Communication Expression Audience
TD Subjects	Social Studies English PSPE	Science Maths English	Art Music English PSPE
SDG	All	6. Clean Water (Arabic does water cycle) 9. Industry, innovation and infrastructure 11. Sustainable cities and communities	
ATL Skills	**Communication:** Literacy Writing I can take notes and rewrite information in my own words. Make summary notes. **Research:** Information and Literacy Formulating and Planning I am aware of what I want/need to find out and I can ask questions to drive this inquiry Ask or design relevant questions of interest that can be researched.Outline a plan for finding necessary information **Self-Management:** States of Mind Emotional Management I take responsibility for my actions Take responsibility for one's own actions. **Social:** Interpersonal relationships I can engage in group problem solving to reach a common solution Build consensus and negotiate effectively **Thinking:** Reflection and Metacognition I can identify my strengths and areas for improvement and turn these into goals	**Communication:** Writing Literacy I choose and use tools such as graphic organizers to plan, draft and edit my writing. Use tools such as graphic organizers to plan, draft and edit my writing. **Research:** Information Literacy Evaluating and Communicating I can identify patterns and relationships from data and information I have gathered. Draw conclusions from relationships and patterns that emerge from data. **Self-Management:** Organisation Managing time and self I can prepare and organize equipment and tools needed for my learning. Bring necessary equipment and supplies to class **Social:** Social and Emotional Intelligence I am aware of my own and others impact as a member of a learning group. Be aware of own and others' impact as a member of a learning group. **Thinking:** Creative Thinking I can formulate	**Communication:** Exchanging information Speaking I am able to share my ideas clearly and logically in small and large groups Shares ideas clearly and logically. **Research:** Information Literacy Synthesising and Interpreting I can take relevant bits of information from different sources and put it together into a format that makes sense Take relevant bits of information from different sources and put it together into a format that makes sense **Self-Management:** States of Mind Emotional Management I use mindfulness strategies to help me when I feel overwhelmed and to manage stress. Use strategies to reduce stress and anxiety. **Social:** Interpersonal relationships I learn cooperatively in a group: being courteous, sharing and taking turns. Learn cooperatively in a group: being courteous, sharing, taking turns.

	Identify strengths and areas for improvement	"what if" questions and use them to drive my inquiries. Ask "what if" questions and generate testable hypotheses.	**Thinking:** Critical Thinking Formulating decisions I can draw conclusions based on what I have learned Draw conclusions based on what I have learned.
Learner Profile	Balanced Communicator Open minded	Inquirer Reflective Communicator	Reflective Thinker Balanced
PSE	**Interaction** **Conceptual Understanding** An appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations. **Outcomes** People are interdependent with, and have a custodial responsibility towards, the environment in which they live.	**Interaction** **Conceptual Understanding** An understanding of how an individual interacts with other people, other living things and the wider world. **Outcomes** Reflect on the perspectives and ideas of others. Analyse how assumptions can lead to misconceptions. Discuss ideas and ask questions to clarify meaning.	**Interaction** **Conceptual Understanding** Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others **Outcomes** Reflect on the perspectives and ideas of others Reflect critically on the effectiveness of the group during and at the end of the process
Language **Writing Genre**	**Focused** Report **Framework and Features**	**Focused** Explanatory **Framework and Features**	**Focused** Poetry **Framework and Features**
Language **IB Scope and Sequence**	**Reading Skills Overview** **Comprehension Skills Scope and Sequence** **Spelling Spelling Scope and Sequence** **Grammar** Adjectives and adverbs Third person pronouns - he, she, it Paragraphs - main idea, supporting detail and time connectives. **Punctuation** Consolidate - capital letters - full stop - question mark - exclamation mark - comma in lists **Handwriting** Use a pencil for language and maths work Consistent size and letter spacing Cursive, legible, accurate style Writing with a slope Proportions	**Reading Skills Overview Comprehension Skills Scope and Sequence** **Spelling Scope and Sequence** **Grammar** Paragraphs with supporting ideas/ information - *how* and *why* things happen as they do *[this distinguishes it from a report]* Use of passive language **Punctuation** Consolidate punctuation taught **Handwriting** Use a pencil for language and maths work Consistent size and letter spacing wra wri kni (silent letters) ew ev ex (spacing) ac ag af Th ht fl (proportions) Practise consistency and size of letters	**Reading Skills Overview Comprehension Skills Scope and Sequence** **Spelling Scope and Sequence** **Grammar** Using connectives - therefore, however, because - conditional connectives (would, could, might, If…then) where appropriate. **Punctuation** " " - direct speech **Handwriting** Blue or black pen for language work A pencil for maths Consistent size and letter spacing Cursive, legible, accurate style Writing with a slope Proportions Practising printing Practising drafting and editing
Outcomes	**Speaking and Listening** ● Begin to paraphrase and summarise ● Organise thoughts and feelings before speaking **Reading**	**Speaking and Listening** ● Plan, rehearse and deliver presentations for defined audiences and purposes ● Use interactive skills	**Speaking and Listening** ● Convey ideas about characters in drama, through deliberate choice of speech, gesture and movement **Reading**

Column 1

- Understand how to use phonic knowledge to read less familiar words
  - share common letter patterns - different pronunciation [one, bone]
- Use a range of strategies to self-monitor and self-correct
  - context, rereading, reading on, cross checking one cue source against another.[Resource]
- Generate questions, including who, what, when, where, why, what if, and how
- Access information from a variety of texts; print and online
- Skim and scan texts to decide whether they will be useful before attempting to read in detail Resource
- Use text marking to support retrieval of information or ideas from text Resource
- Can use knowledge of text structure to locate information. eg.
  - use appropriate headings and subheadings in nonfiction
- Having read a text, can find the answers to questions Comprehension
  - both written and oral
  - inferential and literal

Writing
- Writes a non-chronological report highlighting the taught framework and features

Framework
- Introduction states what the report is about and includes some or all of the 5 W's: who, what, where, when, why
- The body is a series of points with some information about each point.
- Information is under headings and subheadings
- The end says something about the whole thing and repeats the main points.
- Include a diagram, picture or table
- May include other text types.

Features
- Generalised participants - e.g. 'Dogs

Column 2

- speaking clearly
- varying tone, volume and pace

Reading
- Understand how to use phonic knowledge to read less familiar words
  - share common letter patterns - different pronunciation [one, bone]
- Use a range of strategies to self-monitor and self-correct
  - context, rereading, reading on, cross checking one cue source against another.[Resource]
- Draw inferences, conclusions, or generalizations, support them with textual evidence and prior knowledge
- Generate questions, including who, what, when, where, why, what if, and how Comprehension
- Skim and scan texts to decide whether they will be useful before attempting to read in detail Resource
- Use text marking to support retrieval of information or ideas from text Resource
- Summarise text
- Discuss texts in which characters,events and settings are portrayed in different ways
  - speculate on the authors reasons
- Uses a range of strategies to solve comprehension problems and deepen their understanding of a text Comprehension   Resource

Writing
- Writes an explanation highlighting the taught framework and features.

Framework
- Title; often as a question
- Introduction; what it is about
- Two or more sections/ paragraphs
  - each making a point
  - giving reasons *how* and *why* things happen as they do *[this distinguishes it from a report]*
- Clear sequence
- Conclusion
  - something about the whole thing

Column 3

- Recognise how expressive and descriptive language creates mood
- Notes the use of persuasive devices, words and phrases in print and other media.
- Identify and interpret sound devices, imagery [simile, metaphor etc], in narratives and poetry
- Describe and interpret deliberate word play in poetry and narratives
  - nonsense words
  - spoonerisms
  - neologisms
  - puns
- Investigate how quoted [direct] and reported [indirect] speech work in different types of text
- Use expression to show awareness of punctuation when reading out loud
- Describe and connect the essential ideas, arguments, and perspectives of a text
- Having read a text, can find the answers to questions Comprehension
  - both written and oral
  - inferential and literal
- Identify reasons for actions and events based on evidence in the text

Writing
- Explore poetry through persuasive devices, words and phrases
  - alliteration, simile, metaphor, hyperbole, imagery, onomatopoeia, personification *[not all need to be covered]*
- Develop note-taking to extract key points and to group and link ideas
- Write from modelled paragraphs
  - the use of notes in writing 'in your own words'.
- Citing the reference for a bibliography Resource
  - book
  - website
- Write using clearly formed joined letters, and develop increased fluency and automaticity

	- like going for walks' not 'My dog ...' - Write in the present tense as if it is happening now - unless it is historical - Subject specific vocabulary - Adjectives to provide description to supporting detail - Description is factual and not emotional. - Participates in shared writing and makes suggestions with a focus on - impersonal objective language - similar points grouped together. - subheadings - subject specific vocabulary - end says something about the whole thing - Write from modelled paragraphs - factual description - adjectives - adverbs - Write sentences with third person pronouns - Use knowledge of letter patterns including double letters, spelling generalisations to write more complex words - Re-reads own writing to check and edit **Viewing and Presenting** - Discuss a newspaper report and tell how the words and picture work together to convey a particular message - Use graphic organisers to plan writing	- personal comment/ reflection *Features* - Present tense - as if happening now - Use of passive language - talking directly to the reader: You will be surprised to know…./ Have you wondered... - Written in the third person - where applicable - Time connectives - firstly lastly, after that, finally - Causal connectives - so, because of this - Use of supporting features - diagrams, flow charts, captions - Participates in shared writing and makes suggestions with a focus on - title and introduction - causal connectives; so, because of this - conclusion with a personal comment/ reflection - passive language; talking directly to the reader: You will be surprised to know…./ Have you wondered. - Write from modelled paragraphs that give reasons how and why things happen - Write from modelled sentences - conditional phrases - Applies punctuation to everyday writing - Re-reads own writing to check and edit **Viewing and Presenting** - Prepare visual presentations using a range of media - Use graphic organisers to plan writing	- Writes from modelled direct speech and applies to everyday writing " " - Re-reads own writing to check and edit **Viewing and Presenting** - Identify factors that influence personal reaction to visual texts - Design visual texts with the intention of influencing the way people think and feel
Maths	*IB scope and sequence*	*IB scope and sequence*	*IB scope and sequence*
Outcomes	**Number** - Model numbers to 1,000,000 and beyond using the base 10 values system - read, write, compare and order whole numbers up to thousands and beyond	**Number** - Solves problems of addition of fractions with the same denominator - Solves problems of subtraction of fractions with the same denominator - Recognise that Identify simple fractions with a total of 1, e.g. ¼ + ¾ = 1	**Number** - Multiply two digit number pairs - regrouping - Multiply three digit numbers by one digit numbers - regrouping - Divide three-digit numbers by single-digit numbers - Rounding numbers to the nearest 100

		- partition into millions, hundred Th, ten Th, thousands, hundreds, tens, and units - compare digit numbers, use < and > signs and find a number between - Group, partition and rearrange collections - 10000 in thousands, hundreds, tens, ones to facilitate efficient counting **Mentally calculate**: ● Multiply and divide two-digit numbers by 4 or 8 e.g. 26 × 4, 96 ÷ 8 - by repeated doubling or - halving ● Multiply two-digit numbers by 5 or 20, e.g. 320 × 5, 14 × 20 - form an equivalent calculation, e.g. to multiply by 5, multiply by 10, then halve; - to multiply by 20, double, then multiply by 10 **Pattern and function** ● Use properties and relationships of addition and subtraction to solve word problems - 100 ● Use properties and relationships of multiplication and division to solve word problems - 100 **Shape and Space** ● Know and describe lines - point, line, ray, parallel, perpendicular, intersection **Data handling** ● Answer a question by identifying what data to collect ● Plan a method of data collection ● Display data in a table	● Recognise the equivalence between fractions eg ½, 4/8 and 5/10; ¼ and 2/8; ⅕ and 2/10 ● Use equivalence to help order fractions **Mentally calculate**: ● Pairs of fractions that total 1 **Pattern and Function** ● Investigate equivalent fractions using number lines and manipulatives **Measurement** ● Understand that measures can fall between numbers on a measurement scale - 3 ½ kg, 4.5 cm, 2.1m, 5 ½ cm ● Measures temperature on a thermometer **Shape and Space** ● Identify and describe the properties of triangles - right, scalene, obtuse, acute, and isosceles triangles - use geometric vocabulary	and 1000 **Mentally calculate**: ● Multiplication facts to 10 ×10 and the corresponding division facts ● Use estimation and rounding to check reasonableness of answers **Pattern and function** ● Uses numbers and symbols to express relationships - algebraic patterns - substituting a symbol for a number - solving simple algebraic problems Eg if x = 5 2x = 2 x 5 = 10 10 ÷ x = 2 15 - x = 10 10 + x = 15 - applies associative and commutative properties **Measurement** ● Compare angle sizes in everyday situations - acute, right, obtuse ● Compare and classify angles as equal to, greater than or less than a right angle ● Draw angles with a protractor - acute, right, obtuse **Data handling** ● Answer a set of related questions by collecting, selecting and organising relevant data ● Displays collected data as a line graph - select appropriate scale - label axis x and y ● Interprets information on graphs - line and bar graphs - answers questions and solves problems
Science		**EARTH AND SPACE** **Living things in the environment** Cambridge Science Grade 6 Unit 2 2.1, 2,3, 2.4, 2.6,2.7 Food chains in a local habitat Consumers in a food chain Food chains in different habitats Air pollution	**MATERIALS AND MATTER** **Solids, liquids and gases** Cambridge Science Grade 4 Unit 3 3.1 -3.6 Matter Behaviour of solids, liquid, gases Melting, freezing, boiling *How do solids, liquids and gases behave?* **Function**	**FORCES AND ENERGY** **Shadows** Cambridge Science Grade 5 Unit 5 5.1 - 5.7 Light travels in straight lines Which materials let light through Silhouettes and shadow puppets What affects the size of the shadow Investigating shadow lengths Measuring light intensity

	How are food chains and feeding relationships connected? **Connection**		How scientists measured and understood light *How does light travel?* **Form**
Outcomes	● Constructs food chains in a particular habitat ● Knows and understands the terms producer, consumer, predator and prey ● Explains how humans have a positive and negative effect on the environment	● Explains that matter can be solid, liquid or gas ● Explains how solids, liquids and gases behave ● Describes changes during boiling, freezing and melting	● Explains how shadows are formed ● Knows terms opaque and transparent ● Explains the relationship between shadows and object position ● Knows that light intensity can be measured
Skills	● Makes a variety of relevant observations ● Suggests, evaluates and communicates explanations for predictions using scientific knowledge and understanding ● Identifies factors that are relevant to a particular situation	● Makes relevant observations and comparisons ● Collects evidence ● Identifies simple trends and patterns and suggests explanations for these ● Measures temperature	● Collects sufficient evidence to test an idea ● Uses knowledge and understanding to plan how to carry out a fair test ● Presents results in a line graph
Social Studies	**Continuity and Change Through Time** Identifies relationships between people and events through time; the past, its influences on the present and its implications for the future. Identifies and researches people who have shaped the future through their actions.	**Resources and the environment** Explains the impact of scientific and technological developments on the environment. Make predictions in order to test understanding. Develops a critical perspective regarding information and the reliability of sources.	
Art	**Painting** *How does the media change when it is manipulated?* **Change** CURRICULUM CONTENT Manipulation / Abstract Art / Balance Create a colour wheel with primary, complementary and secondary colours. Tints and hues of one colour.	**3D form** *How can our actions affect the environment?* **Connection** CURRICULUM CONTENT Create a sculpture of an endangered animal using recycled objects. Artist: Robert Bradford Planning, research, initial idea sketches, testing materials, development and building of the final piece. Upcycling, eco art, land art, useable art,	**Drawing/ 3D form/ Collage** *What physical characteristics define my choice of character from the story?* **Form** CURRICULUM CONTENT Observing and creating expressive facial features. Sculpture. Design and create a mask to illustrate a character from a story (English/Arabic story). This mask can depict different emotional states or a scene from the story. (Cross curricular)
Outcomes	● Obtains ideas for art making from observing visuals and the world around them ● Applies processes, art materials and media during art making	● Takes pride in their own art making and respects other artworks ● Gathers information from visuals and what they see	● Cuts out or traces shapes from found images using fine motor skills ● Discovers and draws line and shape as seen in objects and discovers that lines can make shapes
PSPE	**Games** **There is a variety of roles and responsibilities involved in team sports** **Function:** *How do the different positions and responsibilities differ in a ball game?* **Change**: *How do the positions and responsibilities change in a game?* **Form**: *What are the different positions and responsibilities in ball games?*	**Adventure Challenge** **The way we communicate our ideas and perspectives can affect others** **Causation:** *Why is it important for us to communicate positively?* **Connection:** *How can we work together in order to achieve a common goal?* **Responsibility**: *How can we ensure everyone has a chance to use his or her ideas and skills?*	**Movement Combination** **Creative expression provides ways to communicate ideas and emotions** **Form:** *How do we express our thoughts and ideas?* **Causation:** *Which medium best suits the delivery of an idea or emotion?* **Connection:** *What strategies can I use to bring my audience to new understandings?*

	CURRICULUM CONTENT Adapted Invasion games. Game play - Football, Basketball, Ultimate Frisbee, Hockey, Rounders/softball, Cricket Principles of defense and attack -Shooting, goal keeping Players / Leaders (Captains) - Differing roles and their responsibilities in a team	**CURRICULUM CONTENT** Pair and group Problem solving activities Benches, trust exercises, blindfold leadership activities	**CURRICULUM CONTENT** Students to look at developing their gymnastic movements of: Rolls, Balances, Rotation Select a minimum of 3 from each category and place together to create a sequence. Individually or a pair. Students on the final week to show their sequences to the rest of the group
Outcomes	● Refine (improve) coordination, ball control, balance and spatial awareness ● Take on differing roles and responsibilities in a variety of game activities.	● Solve challenging problems as individuals. ● Participate actively in activities in order to achieve an individual goal.	● Combine gymnastic movements to create a sequence ● Understand and practice the traditional gymnastics skills involving physical agility, flexibility, strength and coordination.
Music	**Properties of an orchestra** *What are the key sections in an orchestra?* **Form** **SKILLS** Expand reading and ensemble skills **CURRICULUM CONTENT** Explore, select and organise sounds in simple musical forms in a familiar orchestral piece.	**Personal choices in learning an instrument** *What responsibility comes with learning an instrument?* **Responsibility** **SKILLS** Use of notation in music. **CURRICULUM CONTENT** Begin to read and notate using dotted rhythms and rests in compound timing	**Different types of musical performances** *What are the most popular styles of music performance?* **Perspective** **SKILLS** Solo and ensemble performance **CURRICULUM CONTENT** Create an accompaniment for a story, poem or a drama.
Outcomes	● Sings voice parts with increasing control, confidence and expression ● Sings or plays expressively, showing awareness of different tone colours	● Performs complex rhythmic and melodic patterns in different timing ● Performs expressively to show tempo, dynamics and articulation	● Develops ensemble skills and an awareness of audience ● Sings complex songs with increasing accuracy
ICT Integration	**Grand Designs (3D Designs)** **Change:** *How can we change 2D to 3D?* **CURRICULUM CONTENT** Explores drawings/illustrations that represent both 2D and 3D worlds. Creates 2D and 3D designs depicting different states of matter using Google Draw and a range of Apps.	**Google Drawings** **Connection:** *How can still images be brought to life?* **CURRICULUM CONTENT** Use Google drawing tools to draw food chains and food webs	**Let's change the World – Inventors** **Form:** *What is a digital performance?* **CURRICULUM CONTENT** Creates basic animations using still images Film own animated sequence using own props and sets edits own film.
Digital Literacy and computational thinking/ Coding	**Spreadsheets** **CURRICULUM CONTENT** Introduce a basic spreadsheet package and its basic tools Recognise that spreadsheets can calculate costs and are useful when values change Enter formulae and labels into a spreadsheet Use basic functions such as SUM, AVERAGE, MIN, MAX	**Robotics** **CURRICULUM CONTENT** Creating and programming simple robots using Lego WeDo and Lego Mindstorms	**Coding using Scratch** **CURRICULUM CONTENT** The Crab Maze Game Project Create a prototype of an interactive computer game in scratch
Outcomes	● Enter information into cells		● Use a range of digital tools to create basic animations ● Create an algorithm for a game

	• Carry out exercises involving cell references, use of formulae and basic functions. • Launch Google Drawings from the web • Create 3D designs depicting different states of matter • Use Google Drawings to create diagrams showing the changes in states of matter		• Create images and sounds for use in the game • Use sequences of instructions • Detect errors in the code • Successfully use selection and repetition

CURRICULUM MAPPING 2021-2022		SEMESTER 2	
GRADE 5	**UOI 4**	**UOI 5**	**UOI 6**
TD Theme	**WHO WE ARE PYP EXHIBITION**	**HOW WE ORGANISE OURSELVES**	**WHERE WE ARE IN PLACE AND TIME**

Unit of Inquiry	CENTRAL IDEA Exploration of interests and passions inspires learning and action	CENTRAL IDEA Economic activity relies on the system of production, exchange, and the consumption of goods and services **LINES OF INQUIRY** ● The role of supply and demand ● The distribution of goods and services ● Efficient and effective models of economy	CENTRAL IDEA Migration is a response to human circumstances and challenges. **LINES OF INQUIRY** ● The reasons why people migrate ● Migration throughout history ● Effects of migration on communities, cultures and individuals
Concepts	As per student individual inquiry	**Function** *How does supply and demand work?* **Connection** *How do goods/ services go from production to consumer?* **Responsibility** *What is my responsibility as a producer and as a consumer?*	**Causation** *Why do people move from one place to another?* **Change** *What have been the patterns of migration over time?* **Perspective** *What are the pros and cons of migration?*
Related Concepts	As per student individual inquiry	**Circular Economy,** Trade, Supply and Demand	Population Settlement Diversity Refugee
TD Subjects	All subjects	English Social Studies	Social Studies English PSPE
SDG	As per student individual inquiry	12. Responsible consumption and production	1.No poverty 2. Zero hunger 4. Quality education 5. Gender equality 10 Reduced inequalities 16. Peace, justice and strong institutions 17. Partnerships for the goals
[ATL Skills](#)	As per student individual inquiry	**Communication:** <u>Exchanging Information Interpreting</u> I can interpret visual, audio and oral communication Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds. **Research:** <u>Ethical Use</u> I am aware of bias and use strategies to detect it in sources using origin and purpose with support from my teacher Differentiate reliable from unreliable resources. **Self-Management:** <u>Managing Time and Self</u> I can take on and complete tasks in a given time frame. Take on and complete tasks as agreed **Social:** <u>Interpersonal Relationships</u> I listen closely to others' perspectives and instructions Listen closely to others' perspectives and to instructions **Thinking:** <u>Creative</u> <u>Generating Novel Ideas</u> I can remix or improve upon existing ideas, products or processes Design improvements to existing products, processes, media and technologies	**Communication:** <u>Exchanging Information Listening</u> I am able to listen to other perspectives and ideas Listen actively to other perspectives and ideas **Research:** <u>Information Literacy</u> <u>Gathering and Documenting</u> I can gather information from a variety of sources (primary/secondary) Gather information from a variety of primary and secondary sources **Self-Management:** <u>States of Mind</u> <u>Self Motivation</u> I can identify and balance intrinsic and extrinsic motivation to succeed. Practice positive thinking and language that reinforces self-motivation **Social:** <u>Interpersonal Relationships</u> I practice empathy and care for others Practise empathy and care for others. **Thinking:** <u>Critical Thinking</u> <u>Evaluation</u> I can make connections between ideas, perspectives and challenges Synthesize new understandings by finding unique characteristics; seeing relationships and connections
Learner Profile	Global Citizenship	Knowledgeable Principled Thinker	Inquirer Open-Minded Reflective
[PSE](#)	**TBC**	**TBC**	**Identity** **Conceptual understanding** Coping with situations of change, challenge and adversity develops our resilience. **Outcomes**

			Recognize, analyse and apply different strategies to cope with adversity. Use emotional awareness and personal skills to relate to and help others.
Language Writing Genre	**Focused** Report [Framework and Features](#)	**Focused** Discussion [Framework and Features](#)	**Focused** Narrative [Framework and Features](#)
Language [**IB Scope and Sequence**](#)	**Reading Skills** [Overview](#) [Comprehension Skills Scope and Sequence](#) **Spelling** [Scope and Sequence](#) **Grammar** Adjectives and adverbs Third person pronouns - he, she, it Paragraphs - main idea, supporting detail and time connectives. **Punctuation** Consolidate - capital letters - full stop - question mark - exclamation mark - comma in lists - " " - ' of possession - , in lists **Handwriting** Blue or black pen for language work A pencil for maths Consistent size and letter spacing Cursive, legible, accurate style Writing with a slope Proportions Practising printing Practising drafting and editing	**Reading Skills** [Overview](#) [Comprehension Skills Scope and Sequence](#) **Spelling** [Scope and Sequence](#) **Grammar** Using connectives - logical connectives (therefore, however, because) - conditional connectives (would, could, might, If…then) where appropriate. Never use 1st person e.g. 'I', 'we', unless giving your own opinion. **Punctuation** Convert direct to indirect speech **Handwriting** Blue or black pen for language work A pencil for maths Consistent size and letter spacing Cursive, legible, accurate style Writing with a slope Proportions Practising printing Practising drafting and editing	**Reading Skills** [Overview](#) [Comprehension Skills Scope and Sequence](#) **Spelling** [Scope and Sequence](#) **Grammar** Build meaning within paragraphs using - sentences to sequence information and join main/ supporting details **Punctuation** Quotation marks to signal dialogue **Handwriting** Blue or black pen for language work A pencil for maths Consistent size and letter spacing Cursive, legible, accurate style Writing with a slope Proportions Practising printing Practising drafting and editing

Outcomes	**Speaking and Listening**
	● Speak confidently in formal and informal contexts
	● Plan rehearse and deliver presentations for defined audiences and purposes
	● Incorporate accurate and sequenced content and multimodal elements **Reading**
		Speaking and Listening
		● Argue persuasively and defend a point of view
		● Show open minded attitudes when listening to other points of view **Reading**
		● Understand how to use phonic knowledge to read less familiar words
		  - share common letter patterns - different pronunciation [one, bone]
		● Use a range of strategies to self-monitor and self-correct
			Speaking and Listening
			● Argue persuasively and defend a point of view
			● Show open minded attitudes when listening to other points of view **Reading**
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- Understand how to use phonic knowledge to read less familiar words
- share common letter patterns - different pronunciation [one, bone]
- Use a range of strategies to self-monitor and self-correct
- context, rereading, reading on, cross checking one cue source against another.[Resource]
- Generate questions, including who, what, when, where, why, what if, and how Comprehension
- Access information from a variety of texts; print and online
- Can use knowledge of text structure to locate information. eg.
- use appropriate headings and subheadings in nonfiction
- Skim and scan texts to decide whether they will be useful before attempting to read in detail Resource
- Use text marking to support retrieval of information or ideas from text Resource
- Summarise text
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital resources. Comprehension

Writing
- Writes a report highlighting the taught framework and features

Framework
- opens with a sentence to introduce the subject/ topic
- introduction states what the report is about
- includes some or all of the 5 W's
- body is a series of points with some information about each point
- similar points should be grouped together
- sub headings

- context, rereading, reading on, cross checking one cue source against another.[Resource]
- Describe and connect the essential ideas, arguments, and perspectives of a text
- Can identify the point of view from which a story is told
- Discuss different texts on a similar topic
- identify similarities and differences between the texts
- Draw inferences and support them with textual evidence and prior knowledge Comprehension
- Identify cause and effect - the cause is why something happened.

Writing
- Writes a discussion highlighting the taught framework and features

Framework
- Introduction
- Short and concise
- Body
- one or two paragraphs arguing for or against
- One or two paragraphs arguing against your viewpoint
- Conclusion
- final thought and opinion
- May include pictures or diagrams

Features
- Use the "language of debate" e.g. It could be argued
- Makes general comments and gives specific examples which support these comments
- Thinks about where it may be good to ask the reader a question or make a personal comment to draw the reader in
- Uses logical connectives e.g. therefore
- Uses conditional connectives (would, could, might, If…then) where appropriate.
- Never use 1st person e.g. 'I', 'we', unless told to give your own opinion.

- Participates in shared writing and makes suggestions with a focus on framework and

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- context, rereading, reading on, cross checking one cue source against another.[Resource]
- Investigate how quoted [direct] and reported [indirect] speech work in different types of text
- Read between the lines to interpret meaning and/or explain what characters are thinking or feeling and the way they act.
- Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs.
- Discuss how authors' and illustrators hold readers interest through character development and plot tension

Writing
- Writes a narrative highlighting the taught framework and features

Framework
- an opening that establishes setting and introduces characters
- initiating event
- how did the characters get involved
- includes a conflict/ problem
- includes a resolution

Features
- told/written in first or third person (I, we, she, it, they)
- plot or content have a chronology of events that happened in a particular order
- main participants are characters with recognisable qualities, often stereotypical and contrasting (hero/villain)
- connectives: to signal time; move the setting; to surprise or create suspense
- dialogue can be used
- descriptive language is used to create images

- Participates in shared writing and makes suggestions with a focus on framework and features
- paragraphs to organise ideas in a logical sequence.
- alternative openings and endings of stories

- end says something about the whole thing and repeats the main points - include a diagram, picture or table *Features* - writes in own words - written in the third person and present tense and/ or written in the past tense, as in a historical report. - passive voice is frequently used to avoid personalisation - subject specific vocabulary - include description but factual and not emotional - uses language of comparison and contrast. - description is used for precision not imagery ● Participates in shared writing and makes suggestions with a focus on framework and features ● Make notes for different purposes - research - interview - use simple abbreviations ● Writes notes 'in own words'. ● Cites the reference for a bibliography Resource - book - website - video ● Applies punctuation to everyday writing ● Re-reads own writing to check and edit **Viewing and Presenting** ● Explores and uses visual communication in order to express own ideas and interpret the ideas of others. ● Use graphic organisers to plan writing	features - conclusion of thought/ opinion - language of debate - general comments and gives specific examples which support these comments ● Writes sentences using logical connectives ● Writes sentences using conditional connectives ● Uses knowledge of known words, letter patterns and spelling generalisations to spell new words ● Re-reads own writing to check and edit **Viewing and Presenting** ● Use graphic organisers to plan writing	- conflict/problem - resolution - characters with recognisable qualities ● Write from modelled paragraphs - sentences to sequence information and join main/ supporting details ● Applies dialogue ● Apply punctuation learnt to everyday writing ● Re-reads own writing to check and edit ● Develop a handwriting style that is becoming legible, fluent and automatic **Viewing and Presenting** ● Identify factors that influence personal reactions to visual texts ● Use graphic organisers to plan writing
Maths	IB scope and sequence	IB scope and sequence	IB scope and sequence
Outcomes	**Number**	**Number**	**Number**

	● Add any pair of four-digit numbers, including crossing the tens and 100 boundary, eg 2195 + 5127
	- mentally: add thousands, hundreds, tens and ones separately, then recombine [2000 + 5000 = 7000 100+100 = 200 90 + 20 = 110: 5+7 = 12 : 200 +110 + 12 = 322]
	● Subtract any pair of three -digit numbers, including crossing the tens and 100 boundary, e.g. 491 – 227
	- mentally: subtract hundreds, tens and then ones [491 - 200: 291 - 20 : 271 - 7]
	Mentally calculate:
	● Division facts corresponding to tables up to 10 × 10 and the
	- related unit fractions, e.g. 7 × 9 = 63 so one-ninth of 63 is 7 and one-seventh of 63 is 9
	Pattern and Function Resource
	● Describe and generate the rule for a pattern in a variety of ways
	- number patterns and sequences
	- geometric patterns
	- number puzzles
	Shape and Space
	● Understand properties of circles
	Data Handling
	● Collect data in real life situations
	- survey
	● Collect, display and interpret data in graphs
	- circle graphs
	- line graphs
	- bar graphs
		● Fractions and decimals are several parts of a whole
		● Make connections between fractions and decimal notation
		- equivalence between one-place decimals and fractions in tenths e.g 1/2 , 0.5, 5/10
		● Understand decimal notation for tenths and hundredths in context, e.g. length and mass
		● Compare, order and represent decimals
		   - Understand equivalence between one-place decimals and fractions in tenths
		   - Understand that ½ is equivalent to 0.5 and also to 5/10
		Mentally calculate:
		● Add and subtract decimals to 100ths in real life situations no re grouping
		- money
		- length
		- mass
		Pattern and Function
		● Model, represent and order fractions and decimals on a number line
		● Model, represent and order decimals on a number line
		Measurement
		Use timetables and schedules in real life situations
		- 12 hour time
		- 24 hour time
		Shape and Space
		● Describe translations, reflections and rotations of 2D shapes
		● Identify line and rotational symmetry
			● Multiply two digit number pairs - regrouping
			● Multiply three digit numbers by one digit numbers - regrouping
			● Divide three-digit numbers by single-digit numbers
			● Rounding numbers to the nearest 100 and 1000
			Mentally calculate:
			● Multiplication facts to 10 ×10 and the corresponding division facts
			● Use estimation and rounding to check reasonableness of answers
			Pattern and function
			● Uses numbers and symbols to express relationships
			- algebraic patterns
			- substituting a symbol for a number
			- solving simple algebraic problems Eg if x = 5 2x = 2 x 5 = 10 10 ÷ x = 2 15 - x = 10 10 + x = 15
			- applies associative and commutative properties
			Measurement
			● Find the perimeter of polygons
			● Find the area of polygons
			Shape and Space
			● Identify and describe the properties of triangles
			   - right, scalene, obtuse, acute, and isosceles triangles
			   - use geometric vocabulary
			● Understand and use angle measure in degrees
			   - Understand an angle as a measure of rotation
			   - **Data Handling**
			● Answer a set of related questions by collecting, selecting and organising relevant data
			● Find the average (mean) of a set of numbers in real-world data

Science	**EARTH AND SPACE** The way we see things Cambridge Science Grade 5 Unit 4 4.1 - 4.5 Light travels from a source	**FORCES AND ENERGY** Electricity and magnetism Cambridge Science Grade 4 Unit 5 5.1 -5.6 Electricity flows in circuits	**LIVING THINGS** Humans Cambridge Science Grade 6 Unit 1 1.1-1.7 Body organs

	Mirrors Seeing behind you Which surfaces reflect light best Light changes direction *How can we manipulate light?* **Change**	Components and a simple circuit Switches Circuits with more components Circuits and buzzers Mains electricity *What is the relationship between matter and electricity?* **Connection**	Heart Heartbeat and pulse Lungs and breathing Digestive system What do the kidneys do? What does the brain do? How do body systems work? **Function**
Outcomes	● Explains how we see objects ● Explains how light can be reflected using mirrors ● Explains how light can change direction using mirrors	● Models the flow of electricity in a circuit using a cell, wire and lamps and buzzers ● Constructs a circuit with a breaker - switch ● Explains how to use mains electricity safely	● Identifies the position of major organs in the body ● Describes the functions of the major organs in the body ● Uses scientific language for the names of body systems
Skills	● Make relevant observations ● Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding ● Discuss the need for repeated observations and measurements	● Tests an idea or prediction based on scientific knowledge and understanding ● Explain what the evidence shows and whether it supports predictions ● Presents results in drawings	● Decide when observations and measurements need to be checked by repeating to give more reliable data ● Evaluate repeated results ● Use tables, bar charts and line graphs to present results
Social Studies	<u>**Social organization and culture**</u> Identify the ways in which individuals, groups and societies interact with each other Reflect on opportunities to contribute actively to the community at a range of levels, from local to global	<u>**Human systems and economic activities**</u> Identify and explain what economic activity is. Identify and explain what the primary, secondary and tertiary industry are with examples locally and globally. Identify and explain the role of supply and demand in economics. Explain how supply and demand are affected by population and the availability of resources. Explain what is a *circular economy*	<u>**Human systems and economic activities**</u> <u>**Continuity and change**</u> <u>**Resources and the environment**</u> Identify reasons why people migrate. Identify migration that has taken place throughout history Analyse ways that people adapt when they move from one place to another. Explore what people take with them from their culture when they migrate. Identify long term and short term effects of migration. Assess settlement patterns and population distribution in selected regions, area or countries.
Art	**Exhibition** How can we use art to provoke audience interest? **Connection**	**Drawing/ Painting/Light/ Time based** *What is the responsibility of the designer when producing packaging?* **Responsibility** CURRICULUM CONTENT Composition Colour theory Design Use of line, shape Use of digital media Coloured pencil techniques	**Exploring and developing ideas** *How does art give us an insight into personal experiences?* **Causation** **CURRICULUM CONTENT** Identify and experiment with materials, tools (crayons, scissors, glue, own artwork. paint, color pencils, rulers, paper), and techniques (color mixing, proper tool use, cutting, folding tracing, drawing) in his or her own artwork.

		Product design, the role of the arts in business and consumerism, marketing and promotion and advertising. Logo design, colour branding theory, simplicity of design and branding	Contribute to a discussion about who artists are, what they do, and reflect, record, and interact with history in why they create art. Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place. Artist: Jacob Lawrence
Outcomes	● Exhibition display is visually pleasing to attract an audience ● Personal Interpretation of exhibition topic through Art	● Creates initial ideas based on research, and practices aspects towards the development of a final piece ● Gives constructive feedback to peers, using the visual elements and learned technical skill as reference	● Identify and experiment with materials, tools and techniques in own artwork. ● Creates initial ideas based on research, and practices aspects towards the development of a final piece.
PSPE	**Health related fitness** **Body systems work together for health and survival** **Form:** What parts make up a body? **Function:** How do body systems work? **Responsibility:** What do we need to remain healthy? **CURRICULUM CONTENT** What is meant by a healthy lifestyle? Continue to understand the Components of Fitness **-** Cardiovascular Fitness, Muscular Endurance, Flexibility Activities which highlight each of these components How do we test them? Learning journal to be created at home to improve in one of these areas Other areas of Health - Diet, Rest, Sleep	**Individual Pursuits - Athletics** **Data is used in Athletics to develop knowledge and understanding of techniques used** **Function:** *How is data recorded, read and used?* **Connection:** *How does recording data improve my performance?* **Responsibility:** *How can I improve my performance?* CURRICULUM CONTENT Students practice their individual techniques - using practises which collect and record their individual results Students to self and peer assess Student lead activities Running - Sprint starts compared to upright starts - Head dipping at the line to gain further distance. Teams together for Sports Day - Students to practice as a team	**Target Games** **Our hands and eyes work together to coordinate movement** **Perspective:** *What kind of equipment do you like to use and why?* **Change:** *What techniques change between the different sports?* **Causation:** *How were net games created?* **CURRICULUM CONTENT** Exploration with racket sports: Badminton, table tennis, tennis How to hold the racket or paddle pat What does it mean by coordination?
Outcomes	● Identify and recognise the benefits of a healthy lifestyle ● Recognise the physical changes that occur to their bodies when exercising	● Memorise, recall and apply the basic rules of athletics events ● Develop the ability to collect and record results	● Participate in scaled-down or adapted versions of the recognized net games. ● Begin to have a basic understanding of coordination and the importance of this to carry out racket sports.
Music	**Interconnectedness of an orchestral composition** Why are melody and harmony interconnected? **Function** **SKILLS** Showing awareness of tone colours. **CURRICULUM CONTENT/ OUTCOMES**	**Music as a business** *Why are present day musicians economically well off?* **Function** SKILLS Using variety of textures in performances CURRICULUM CONTENT Create musical compositions that show appropriate use of various elements and notations of music.	**The spread of music due to migration** *How did migration help the spread of cultural music?* **Causation** **SKILLS** Sing with others developing ensemble skills **CURRICULUM CONTENT** Perform a wide range of songs and pieces from various countries

	Sing more complex songs with increasing accuracy and also songs with orchestral accompaniment.		
Outcomes	● Develops ensemble skills and an awareness of audience ● Performs with dynamics and awareness of tempo	● Sings complex songs with increasing accuracy ● Sings expressively in a wider pitch range	● Performs with dynamics and awareness of tempo ● Sings complex songs with increasing accuracy ● Sings expressively in a wider pitch range
ICT Integration	**Scientific simulations** **Function:** How do we secure digital information? **CURRICULUM CONTENT** Explores different Scientific simulations that simulate body systems Create own simulations using scratch of equivalent programming or animation software Create surveys	**Appy Times Part 1** **Function:** *How can we use digital tools to collect information and data?* CURRICULUM CONTENT Designs a piece of wearable technology that links in with a smartphone app. Produces an advert to demonstrate the functionality of their design so that the audience or user can easily grasp its purpose.	**Maps Can Tell Stories** **Causation:** *What can be done to a code to make the pattern appear continuously on the MicroBit LED Display?* **CURRICULUM CONTENT** Use google maps and GPS devices. Use Google Tour Builder to plot locations and tell stories about those locations using different media such as text, images and video
Digital Literacy and computational thinking/ Coding	**We Are Cryptographers: Cracking Codes** **CURRICULUM CONTENT** Develop familiarity with Semaphore and Morse Code Understand the need for private information to be encrypted Encrypt and Decrypt messages in simple ciphers Appreciate the need to use complex passwords and keep them secure	**Surveys** CURRICULUM CONTENT Use Google Forms and Survey Monkey to create survey and collect data	**Programming Microbit** **CURRICULUM CONTENT** Use Make Code to create codes that will produce displays of a range of designs on the MicroBit LED Display.
Outcomes	● Explores different Scientific simulations that simulate body systems ● Create simulations of body systems using scratch ● Create simple surveys	● Design and create a simple App ● Use appropriate Apps to create adverts. ● Create surveys using Google forms and Survey Monkey ● Use appropriate ups to collect and analyse survey data ● Present survey data in appropriate formats	● Use google maps and GPS devices. ● Use Google Tour Builder to plot locations and tell stories about those locations using different media such as text, images and video ● Use Make Code to create codes that will produce displays of a range of designs on the MicroBit LED Display.