

Fig Tree Primary

Medium Term Plan

Foundation subjects Term 2B Year 5 and 6

Themed weeks: British Science Week, Friendship Week, Mother's Day

Topic:



Our

Changing World

1. Weathering and Erosion

To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering.

2. Coastal Features

To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of coastal features.

3. Changing Coastlines

To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of coastal features.

4. Changing Boundaries

To name and locate counties and cities of the United Kingdom, 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 in the context of the changing make-up of the United Kingdom.

5. Weathering and Erosion

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 by looking at how landscapes change over time.

6. What Does the Future Hold?

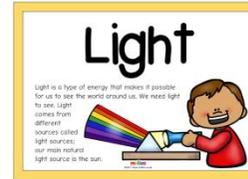
To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering.

Holy Quran is a book abounding in all the knowledge on sciences. It makes very clear and concise statements about various subjects inviting the reader to verify the authenticity of these statements with investigation and research by saying:

Science: Light

1. How do we see?

To recognise that light appears to travel in straight lines by creating a model of light travelling. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye by creating a model of light travelling. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes by creating a light documentary.



2. Reflecting Light

To recognise that light appears to travel in straight lines by investigating the angles of incidence and reflection. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye by creating a periscope and explaining how it works.

To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes by creating a periscope and explaining how it works.

3. Refraction

To recognise that light appears to travel in straight lines by investigating refraction.

4. Spectacular Spectrum

To recognise that light appears to travel in straight lines by exploring prisms and creating colour wheels.

5. Seeing Colours

To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye by investigating how we see colours.

To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes by investigating how we see colours.

• Colouring pens or pencils

6. Shadow Theatre

To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them by performing a shadow puppet show about Isaac Newton.

To identify scientific evidence that has been used to

Islamic Studies

Learning Objective

The Ascension of the Prophet (SAW) to the seven Heavens.

Children will learn the Ascension of the Prophet (SAW) from Makkah to Jerusalem and then to seven Heavens.



Types of Ahadith

Children will learn the types of Ahadith

Great Muhaddithen and their books.

Children will learn about the Great Muhaddithen and their books.

The blessings of Ramadhan and Fasting.

Children will learn the blessings of Ramadhan and Fasting.

Arabic

Group A: The possessive sentences. The new words.



Group B: The Dual numbers.

Group A: Feminine demonstrative pronoun, Hazehi.

Arabic pronouns.

Group B: The dual demonstrative pronouns in Arabic.

Group A: Feminine and Masculine demonstrative pronoun Hazehi and Haza.

Group B: The Dual numbers with the adjectives.

Group A: Feminine and Masculine demonstrative pronoun for near and far. Haza and Hazehi. And

Zalika and Tilka with the questioning word Man.

Group B: The plural numbers with the adjectives.

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'Here indeed are signs for the people who are wise.'

In this unit, we will have a look at the mention of features of physical geography in the Holy Quran.

It is the study of physical features of the earth; some of them are discussed below with references from the Holy Quran:

EARTH

Quran says 'Indeed, your Lord is Allah, who created the heavens and the earth in six days and then established Himself above the Throne. He covers the night with the day, [another night] chasing it rapidly; and [He created] the sun, the moon, and the stars, subjected by His command.' (7:54)

Today, scientists assert that there are countless galaxies in the universe which are ceaselessly expanding. Our galaxy, the Milky Way, has 8 planets which revolve around the sun (a star).

Moreover, The GMT starts from midnight proving the fact that night is covered by the day.

In another verse Allah explains:

'[He] Who made for you the earth a bed (spread out) and the sky a ceiling' (2:22)

The modern atmospheric science tells that the earth is filled with air, from the ground all the way up to the edge from where the space starts. The atmosphere is composed of several layers, each defined and described regarding its unique properties and features.

MOUNTAINS

Quran says, 'Have We not made the earth as a bed, and the mountains as pegs?' (78:6-7)

Modern earth sciences prove the truthfulness of the ayah by stating that mountains have deep roots under the surface of the ground. They can reach several times their elevations above the surface just like a peg.

In another verse Quran says 'And He has set firm mountains in the earth so that it would not shake with you' (16:15)

The modern theory of plate tectonics holds that mountains work as stabilizers for the earth.

support or refute ideas or arguments by performing a shadow puppet show about Isaac Newton

"All praises and thanks be to Allah, Who (Alone) created the heavens and the earth, and originated the darkness and the light;" (Surat Al-An'am (The Cattle) 6:1).

This miraculous Qur'anic Ayah is found at the beginning of Surat Al-An'am (The Cattle), which was revealed in Makkah. It is one of the longest Qur'anic Surahs, as it consists of 165 Ayahs after Al-Basmallah. It is the fifth Surah after Al-Fatihah (The opening surah in the Holy Qur'an) and it was called so because it made mention of Al-An'am.

Chapter (24) sūrat l-nūr (The Light)

Or [they are] like darkneses within an unfathomable sea which is covered by waves, upon which are waves, over which are clouds - darkneses, some of them upon others. When one puts out his hand [therein], he can hardly see it. And he to whom Allah has not granted light - for him there is no light.

Children will discuss and explore the ayahs' meaning in the light of the topic.

Art:

Children will be doing:

Sketching

Mother's Day Cards

Painting using Salt and water colours

Children should be able to:

- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- depict movement and perspective in drawings;
- use a variety of tools and select the most appropriate;
- use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

ICT:

- Research work.
- Using Word Processing
- Creating Power Point Presentations



PSHE



Britain

About the Topic This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.

PE: Football

KS2 National Curriculum Aims:

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



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English

Fiction: Significant Author- Michael Morpurgo

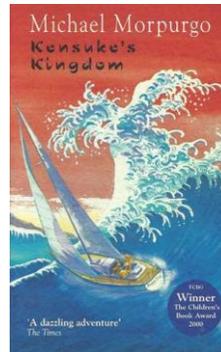
Non-Fiction: Biography

Poetry: Animals: Jabberwocky

Grammar includes:

Using dialogue, recognise differences between spoken and written speech; using speech punctuation to indicate direct speech; understanding and using modal verbs

Beginning to understand the use of active and passive verbs, especially the use of the passive form in reports; recognising and using a past participle; using semi-colons, colons and dashes appropriately in reports; using bullet points in reports sentence punctuation



Maths

- Converting units (metric and imperial units) of measure for length and time.
- Division- written method for short division (introduction of long division and Division of decimal numbers for Year 6).
- Multiplication written method consolidation.
- Shape: Translation of Shape (Year 5), Reflection of shape (Year 6)
- Scaled Shapes; Ratio; Algebra.
- Numbers: Cube numbers; Square Numbers and Prime Numbers.
- Drawing Angles (Year 5)
- Circle - identifying and naming the radius, circumference, diameter, etc. (Year 6)
- Problem solving and investigations.
- Arithmetic / mental maths / Times Tables.

