

Fig Tree Primary

Medium Term Plan

Foundation subjects Term 3B Year 5 and 6

Themed weeks: Sun Safety Week, Father's Day, Eating Healthy Week, Hajj, Eid-ul-Adha

Topic- Geography:

Global Food and Culture

Introduction
This Global Food and culture unit will give your children the chance to discover the exciting and diverse cultures

and choice of food available around the world. The first part of the unit provides an opportunity for children to learn where in the world a variety of ingredients flourish. They will then build on their understanding of the eatwell plate, placing different ingredients into the correct food groups. This will develop a deeper understanding that although food can be extremely varied, it still comes under the same basic food groups. Children will then have the chance to learn some basic and advanced cooking techniques; they will apply these skills when making some traditional dishes from different countries.



Children will learn about the middle eastern countries and the history of their food and culture.

They will find the references from Quran and Hadeeth about the food mentioned. They will learn about the benefits in the light of Quran and Sunnah and link it to scientific research that has proven these foods to be beneficial.

ICT:

- Research work.
- Word processing
- Internet safety
- Using e-reader



Science:

This 'Forces' unit will teach your class about balanced and unbalanced forces, gravity, friction and the use of mechanisms such as levers, gears and pulleys. The children will identify forces and complete force diagrams. They will find out about Isaac Newton and his discoveries about gravity, completing a comprehension about his life and his work. The children will look for patterns and links between the mass and weight of objects, using newton metres to measure the force of gravity. Furthermore, they will work collaboratively to investigate air and water resistance, participating in challenges to design the best parachute and boat. They will have the opportunity to work in a hands-on way to explore friction, developing their own brake pad for a tricycle. Finally, they will find out about different mechanisms, including levers, gears and pulleys, and will design their own marvellous machine.



1. Balanced and Unbalanced Forces

To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by identifying forces acting on objects.

2. Gravity

To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by measuring the force of gravity pulling on objects.

3. Air Resistance

To identify the effects of air resistance by investigating the best parachute to slow a person down.

4. Water Resistance

To identify the effects of water resistance by creating and racing streamlined boats.

5. Friction

To identify the effects of friction by investigating brakes.

6. Marvellous Mechanisms

To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a

Islamic Studies

W1 Children will explore the life of Prophet Ibrahim and his son Ismail (A.S)

W2 Children will learn the importance of Hajj in Islam.

W3 Children will know where Hajj takes place and how to do Ihram.

W4 Children will learn the procedure of Hajj. The ruling of Hajj.

W5 Children will learn the obligatory and necessary rites of Hajj. Revision & Test

W5 Children will learn why Muslims celebrate Eid-ul-Adha? Time of it and the brief history.

Arabic

W1. Group A: Feminine demonstrative pronoun, Hazehi. Arabic pronouns.

Group B: The dual demonstrative pronouns in Arabic.

Group C: The demonstrative pronouns M&F for far Dhalika and Tilka.



W2. Group A: Feminine and Masculine demonstrative pronoun Hazehi and Haza.

Group B: The Dual numbers with the adjectives.

Group C: The definite article 'al' 'the' in Arabic. The personal detach pronouns.

W3. 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.

Group C: The personal detach pronouns.

W4 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 types of plurals. Sound plural and broken plural.

Group C: Singular pronouns in various forms.

W5 Group A: Complete the exercise with the demonstrative pronoun for near Haza and Hazehi and

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<p>PSHE Online Relationship</p>  <ul style="list-style-type: none"> • What it means to critically consider something • Recognising and reporting risks and harmful content • How to critically consider online friendships and sources of information • The importance of being critical of online relationships, especially when people have not met. • Quranic perspective on critical consideration • Learn this important du,a in Arabic for protection that we should read three times in the morning (after Fajr prayer) and three times in the evening (after Asr prayer.) <p>“(I seek protection) in the Name of Allah, the Name with which nothing in the Heavens and Earth can be harmed and He is the All Hearing, the All Knowing.</p> <p>Abu Dawood</p>	<p>greater effect by exploring and designing a simple mechanism.</p> <p>Children will discuss about the importance of science and how it connects to Islam. Allah has made everything for a purpose and how energy is present in different forms when we apply a force.</p> <p>PE: Handball</p> <p>KS2 National Curriculum Aims: Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>far Zalika and Tilka. Group B: The broken plural. Group C: Make sentences with different demonstrative pronouns.</p> <p>W6 Group A: Learn the Arabic pronouns. Learn the attached and detached pronouns. Group B: The broken plural. Group A: Singular attached pronouns</p> <p>Art: Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Develop a personal style of painting, drawing upon ideas from other artists.</p> 
<p>English Fiction: Significant Author- Macbeth Non-Fiction: Letters and Recounts Poetry: Poet study: Emily Dickinson Class Story: Macbeth</p> <p>Grammar includes: Writing complex and compound sentences; using elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses; using accurate sentence and speech punctuation Understanding and using modal verbs in persuasive writing; using apostrophes correctly; using correct</p>	<p>Maths Written multiplication and division Time, line graphs and rate Decimals and subtraction Written multiplication, fractions and patterns Calculation (all four operations, mental, written and calculator)</p>	