THE BRITISH SCHOOL OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

Termly Curriculum Information

Term 3: 8th April – 21st June, 2019

Year 5

Topic: Han and Qin Dynasties and Ancient Civilisations

English	
Key Learning Skills and Knowledge	Key Activities
Speaking and Listening • Retell sequenced diary entries and stories from other cultures (recounts) through Talk for Writing. • Speak audibly and fluently to an audience. • Use appropriate registers for effective communication. • Use relevant Talk for Writing strategies to build their vocabulary. • Listen and respond appropriately to adults and peers. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Identify points of interest when listening to fiction and non-fiction texts • Begin to comment in more detail on the performance of others • Consistently listen carefully and respond appropriately with relevant questions • Orally perform fiction and non-fiction texts through Talk/Drama for Writing	• Using drama to create character to access the way different people might feel in different circumstances so that they can write diary entries • Presenting ideas to the class and wider year group • Telling stories from different cultures to younger year groups that they have created • Participate in presentations, performances & role-plays • Listen to and discuss a wide range of stories and poems
Reading • Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately. • Begin to use textual cues to adapt tone, volume and intonation when reading aloud • Identify the main ideas and themes in a text. • Discuss words and phrases that capture the reader's interest and imagination. • Predict what might happen from details stated	• Reading weekly with the teacher during Guided Reading Activities • Completing reading comprehension activities • Reading aloud to practice reading with fluency and expression • Using Overdrive to access a wide range of books • Visiting the library and modeling to younger students how to pick appropriate yet challenging books • Discuss the features of recounts, first and second person writing

and implied. • Retrieve and record information from non-fiction. • Ask questions to improve their understanding of a text. • Identify how language, structure and presentation contribute to meaning. • Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.	• Retrieve information from non-fiction to use when writing a explanation text or myth.
Writing • Use the first 2 or 3 letters of a word to check spelling in a dictionary. • Spell words that are often misspelt. • Spell high frequency words, phonetically accurate words and common exception words • Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing. • Capture ideas using planning formats (e.g. story map, boxing up) • Plan writing to suit an audience and purpose. • Develop recount writing. • Use simple organisational devices. • In narratives, develop and extend ideas in logically sequenced sentences to create settings, characters and plots • In diary writing, use and develop the style for specific audienc • Use nouns, pronouns and tenses accurately and consistently throughout • Use punctuation accurately, e.g. full stop, capital letter, question mark, exclamation mark, speech marks • Evaluate their own writing according to purpose, the effectiveness of word choice, grammar and punctuation. • Make simple additions, corrections and revisions to their own writing.	• Writing diaries based on different characters in history • Plan, draft, edit and proof-read a diary entry • Using and applying their drama skills to understand how different people may have felt about situations in the past • Practising timed writing tasks to help enhance their time management • Writing diary entries and thinking about thoughts and feeling • Plan, draft, edit and proof-read a text linked to stories form other cultures • Evaluate their own and others independent writing • Plan, draft, edit and proofread a variety of fiction and non- fiction texts as part of 'Wicked Writing'

Mathematics	
Angles • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees • Identify: angles at a point and one whole turn (total 360degrees), angles at a point on a straight line and ½ a turn (total 180degrees) other multiples of 90degrees	• Learning to use protractors to measure and draw angles • Finding missing angles • Recognise and label angles (Obtuse, reflect and acute) • Investigate angles of different 2-D shapes •
Shapes • Identify 3D shapes, including cubes and other cuboids, from 2D representations. • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	• Work with nets of shapes building, creating and investigating what works and why • Using previously learned facts about shapes and angles to find out more facts and draw or create new shapes • Practically work with different shapes sorting and labelling in order to recongise regular from irregular shapes
Position and Direction • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	• Working with mirror and grid lines learn to draw reflections translations rotations of shapes across the x and y axis.
Perimeter and Area • Measure and calculate the perimeter of composite rectilinear shapes in cm and m. • Calculate and compare the area of rectangles (including squares), and including using standard units, cm2, m2 estimate the area of irregular shapes.	• Review area and perimeter and then work practically measuring both area and perimeter of shapes • Calculate perimeter and area of compound shapes including area of a triangle
Measure including volume • Estimate volume [for example using 1cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • Use all four operations to solve problems involving measure.	• Working practically children measure out volume and understand the basic maths principals for calculating volume • Reviewing all four operations and the language pf word problems • Investigate answers to a variety of measurement problems

Science	
Biology Living things and their habitats • Life cycle of plants and animals – birth, growth, development and reproduction • Understand that environment effects development and growth • Look at different aspects of the life cycle and identify Animals, including humans • Changes as animals develop from birth to old age • Children will explore how animals change and develop, the differences between animals and humans	• Researching different life cycles • Labeling and explaining the different ways living this reproduce • Looking at different plants and animals from around the world and identify how they survive in their environments • Recognizing the stages of growth • Using pictures to identify how humans and animals change over time
Computing	
Year 5 – We Are Architects This unit will cover the following Computing points of study: • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	This unit will enable the children to: • Understand the work of architects, designers and engineers working in 3D • Develop familiarity with a simple CAD (computer-aided design) tool • Develop spatial awareness by exploring and experimenting with a 3D virtual environment develop greater aesthetic awareness.
History	
• Pupils will be taught about the Han and Qin Dynasties study of Greek life and achievements and their influence on the China today • Children will gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • Pupils will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	• Researching Han and Qin Dynasties • Researching other ancient civilisations: Mayan, Aztec etc • Learning about technologies used in the time period and creating some themselves • Studying the artwork and materials of the time • Discussing how Ancient civisations have affected the modern world and why some civilizations ceased to exist

Art/Design Technology	
• Learning to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • Learning about great artists, architects and designers in history.	• Photography • Learning to use different materials to create an image • Studying Carl Warner • Looking at Ancient Chinese art as well as pottery and other art from different ancient civilisations and create their own version of a style/ancient art. • Create a piece of art for a museum display
PSHE	
Mutual Understanding in the Local and Wider Community • Learning more about others • Making good choices • Valuing self and others	• examining and exploring the different types of families that exist, the roles within them, and the different responsibilities; - knowing about aspects of their cultural heritage. • recognising the similarities and differences between cultures, for example, food, clothes, symbols, celebrations; and - recognising how injustice and inequality affect people's lives. • Share ideas • Act out different scenarios so that children get a chance to see how best to behave • Use video to help children understand differences and how to keep themselves safe
Music	
Programme Music – A Journey into Space The students will learn how different moods and scenes can be achieved through musical elements. They will analyse various extracts from Gustav Holst's orchestral work *The Planets* and discuss the musical elements and their effectiveness in setting a scene. For example, does Holst's movement *Mars* sound like Mars and what in the piece makes you think so? They will experiment with ostinato, tempo, dynamics, and instrumentation to produce programme music or soundscapes. These experiments will eventually take shape into longer group compositions with classroom percussion instruments, and they will use the planets as their inspiration. **Creative Response** Creative responses including rhythmic and melodic motifs, ostinato, mini concerto, minimalist music and a majestic melody are created by students after listening to Juilliard	• To learn about programme music – how music can tell a story. • Listen to different pieces of classical music which represent Space. • Using classroom percussion to create different space soundscapes. • Working in groups to compose. • Play motifs on percussion instruments or on the keyboard. • Create a rhythmic variation. • Create a melodic variation.

Core Works Symphony No. 5, St Movement (Beethoven), and other master pieces such as Mars from 'The Planets' (Gustav Holst), Horn Concerto No. 4 (Mozart), Short Ride in a Fast Machine (John Adams) and the FireBird (Igor Stravinsky).	• Compose a simple rhythm, or melody using 5 notes. • Create an ostinato accompaniment. • Stage a small concert. • Reflect on creative responses and the creative process.
PE	
Unit 7: T-Ball The Unit is designed to ensure that students refine the basic skills of Tee-ball and consolidate their knowledge of the fundamental rules.	• Lesson 1: Throwing and catching • Lesson 2: Fielding skills • Lesson 3: Understanding different fielding positions • Lesson 4: Striking the ball off the Tee • Lesson 5: Modified T-ball games • Lesson 6: Explaining the rules of T-ball whilst playing • Lesson 7: small-sided games • Lesson 8: House competition
Unit 8: Athletics The Unit is designed to ensure that students have the opportunity to establish and develop skills for running, throwing and jumping. The students will have the opportunity to challenge themselves and test their skills during the Mini Olympics event at the end of the unit.	• Lesson 1: Sprinting • Lesson 2: Long Jump • Lesson 3: Triple Jump • Lesson 4: Javelin throw & T-ball throw • Lesson 5 : Long distance running • Lesson 6: Relays • Lesson 7: Athletic circuit • Lesson 8: Mini Olympics
Unit 9: Touch Rugby The unit will focus on improving and applying basic skills for Touch Rugby. In all games activities, pupils will think about how to use core skills, strategies and tactics to outwit the opposition. Individuals will learn to make informed decisions during small sided games and plan attacking principles.	• Lesson 1: Passing and receiving • Lesson 2: Passing & outwitting an opponent • Lesson 3: Tagging • Lesson 4: Attacking & outwitting opponents • Lesson 5: Game play & rules • Lesson 6: small-sided games • Lesson 7: small-sided games • Lesson 8: competition between houses