Welcome to Year 5. This Handbook provides information on routines and expectations within the year group and a summary of what your child will be learning during the academic year 2013 – 2014.

We hope that you will find this information helpful in supporting your child at home and at school.

Year 5 Team
Routines and Expectations
Year 5 students are required to be more independent in all that they do. Please note the following table of expectations.

<table>
<thead>
<tr>
<th>Uniform</th>
<th>School uniform must be worn properly at all times. Shirts need to be tucked in. Black leather ‘office style’ shoe should be worn. Girls whose hair is shoulder length or longer must tie their hair up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>Homework is given every Friday and to be returned the following Friday. Children are to hand in their homework on time. If homework is not complete, students should give an explanation and homework must be ready the following school day. Specialist teachers will give out their homework separately.</td>
</tr>
<tr>
<td>School Bags</td>
<td>We encourage Year 5 children to organise their own bags and be responsible for their belongings. Children’s bags should be able to fit into their locker.</td>
</tr>
<tr>
<td>Break/Lunch</td>
<td>Year 5 children should have money or use their Tenby ID card with credit for each meal time. Children are allowed to bring in packed food but are responsible for their containers/tumblers. Please do not allow your child to bring in large amounts of cash.</td>
</tr>
<tr>
<td>Swimming/PE</td>
<td>Children should wear their PE kit to school on PE mornings and bring their uniform in a bag to change into afterwards. Again we ask that your child takes responsibility for packing their own bags. Please ensure that every item of clothing has your child’s name and class on it. If your child is not doing PE or swimming, they need to be medically exempt (doctor’s note). Generally, if children are well enough to be in school, then they are well enough to participate. As swimming is a vital life skill, students are expected to make up missed swimming lessons, even if this means joining another class.</td>
</tr>
<tr>
<td>Hats</td>
<td>Your child must have their school hats every day, as the school has a ‘NO Hat – NO Play’ policy.</td>
</tr>
<tr>
<td>Student Planners</td>
<td>Students write important information, reading book titles, messages from teachers and homework requirements. Students should always keep this book nicely and well-presented. Any messages from parents that have been written in the book should be given directly to the teacher for follow up. Please acknowledge receipt of any messages.</td>
</tr>
<tr>
<td>Class and School Rewards</td>
<td>In Key Stage 2, we reward good behaviour and work. If your child receives 5 points, they will receive a merit. They will also be awarded bronze (25 merits), silver (50 merits) and gold (75 merits) awards by the Principal.</td>
</tr>
<tr>
<td>CCAs</td>
<td>Students should choose their CCAs wisely and should have an interest in their activities. They should organise themselves and go to the CCA designated area before 14:40hrs, when the class begins.</td>
</tr>
</tbody>
</table>
It is unacceptable for students not to attend class just because they don’t like or do not want to attend. If your child has CCA that requires them to wear PE kit, they should change into it at lunchtime or immediately after school.

**Attendance**

All children are required to be punctual. If your child is away from school, please write a note in the Student Planner. Medical certificates are not necessary. Parents who wish to take their child out of school need to apply for permission from the Principal.

**Recording Reading**

Parents are expected to listen to their child read as often as possible. In the student planner there is a section called ‘Description of Work’ for primary students to record their reading and homework details for every day of the week. The reading record should include thoughts on the text assigned by the teacher. This record will help both teachers and parents to monitor reading progress.

Parents, or a more experienced reader, should listen to the child for at least 15 minutes each day.

In listening to the child read, please bear in mind the following:

- Discuss the book prior to reading. Look and discuss the cover and any illustrations. Read the name of the author and any other relevant information.
- Note down any words that the child has difficulty with in the box provided.
- After/during reading, ask open questions to encourage comprehension and understanding. Example: “What do you think this story is really about?” or “Which is your favourite / least favourite character in this story? Why?” Use words like why, where, what, when and how.
- Discuss characters, plot and setting.
- Discuss whether the child enjoyed the book. Did they find it easy or hard? Why?

If the child is reading a non-fiction book or a playscript, please make sure to point out the characteristics specific to these types of text. Non-fiction books usually include a table of contents, index, diagrams, headings and captions. Playscripts rely heavily on dialogue with stage directions, etc. Using different voices and reading with emphasis is an important element of drama. Children should be using pitch, volume and rhythm to read the parts fluently and with feeling.
Please record each book read and write comments in the box provided. Here is an example of how an able reader should record their reading:

**Reading Record:** "Jungle Shorts" by Irene Rawnsley

I really liked this story because it is about football and it is really funny! Lenny’s mother can only buy jungle patterned shorts instead of proper shorts which is really awful. It is okay though because his friends do something to make him feel better and he is not embarrassed anymore.

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**HANDWRITING STYLE**

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abcdefghiijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ
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The fox ran behind the dustbin and jumped on the fence. It leaped into the tree and ran along a branch. It jumped down and disappeared through the hedge. The fox looked around, slipped inside a shed and hid between some old boxes.
Curriculum
Core Learning in English

Most children learn:

Speaking
- Tell a story using notes designed to cue techniques, such as repetition, recap and humour
- Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
- Use and explore different question types and different ways words are used, including in formal and informal contexts

Listening and responding
- Identify different question types and evaluate their impact on the audience
- Identify some aspects of talk that vary between formal and informal occasions
- Analyse the use of persuasive language

Group discussion and interaction
- Plan and manage a group task over time using different levels of planning
- Understand different ways to take the lead and support others in groups
- Understand the process of decision making

Drama
- Reflect on how working in role helps to explore complex issues
- Perform a scripted scene making use of dramatic conventions
- Use and recognise the impact of theatrical effects in drama

Word structure and spelling
- Spell words containing unstressed vowels
- Know and use less common prefixes and suffixes such as *im*-, *ir*-, *-cian*
- Group and classify words according to their spelling patterns and their meanings

Understanding and interpreting texts
- Make notes on and use evidence from across a text to explain events or ideas
- Infer writers’ perspectives from what is written and from what is implied
- Compare different types of narrative and information texts and identify how they are structured
- Distinguish between everyday use of words and their subject-specific use
- Explore how writers use language for comic and dramatic effects

Engaging with and responding to texts
- Reflect on reading habits and preferences and plan personal reading goals
- Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts
- Compare how a common theme is presented in poetry, prose and other media

Creating and shaping texts
- Reflect independently and critically on their own writing and edit and improve it
- Experiment with different narrative forms and styles to write their own stories
- Adapt non-narrative forms and styles to write fiction or factual texts, including poems
- Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail
- Create multi-layered texts, including use of hyperlinks and linked web pages

Text structure and organisation
- Experiment with the order of sections and paragraphs to achieve different effects
- Change the order of material within a paragraph, moving the topic sentence

Sentence structure and punctuation
- Adapt sentence construction to different text-types, purposes and readers
- Punctuate sentences accurately, including using speech marks and apostrophes

Presentation
- Adapt handwriting for specific purposes, for example printing, use of italics
- Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes
Core Learning in Mathematics

Most children learn:

Using and applying mathematics
- Solve one-step and two-step problems involving whole numbers and decimals and all four operations, choosing and using appropriate calculation strategies, including calculator use
- Represent a puzzle or problem by identifying and recording the information or calculations needed to solve it; find possible solutions and confirm them in the context of the problem
- Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry
- Explore patterns, properties and relationships and propose a general statement involving numbers or shapes; identify examples for which the statement is true or false
- Explain reasoning using diagrams, graphs and text; refine ways of recording using images and symbols

Counting and understanding number
- Count from any given number in whole-number and decimal steps, extending beyond zero when counting backwards; relate the numbers to their position on a number line
- Explain what each digit represents in whole numbers and decimals with up to two places, and partition, round and order these numbers
- Express a smaller whole number as a fraction of a larger one (e.g. recognise that 5 out of 8 is 5/8); find equivalent fractions (e.g. 7/10 = 14/20, or 19/10 = 19/10); relate fractions to their decimal representations
- Understand percentage as the number of parts in every 100 and express tenths and hundredths as percentages
- Use sequences to scale numbers up or down; solve problems involving proportions of quantities (e.g. decrease quantities in a recipe designed to feed six people)

Knowing and using number facts
- Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences and doubles and halves of decimals (e.g. 6.5 ± 2.7, half of 5.6, double 0.34)
- Recall quickly multiplication facts up to 10 × 10 and use them to multiply pairs of multiples of 10 and 100; derive quickly corresponding division facts
- Identify pairs of factors of two-digit whole numbers and find common multiples (e.g. for 6 and 9)
- Use knowledge of rounding, place value, number facts and inverse operations to estimate and check calculations

**Calculating**
- Extend mental methods for whole-number calculations, for example to multiply a two-digit by a one-digit number (e.g. 12 × 9), to multiply by 25 (e.g. 16 × 25), to subtract one near multiple of 1000 from another (e.g. 6070 – 4097)
- Use efficient written methods to add and subtract whole numbers and decimals with up to two places
- Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100 or 1000
- Refine and use efficient written methods to multiply and divide HTU × U, TU × TU, U.t × U and HTU ÷ U
- Find fractions using division (e.g. 1/100 of 5 kg), and percentages of numbers and quantities (e.g. 10%, 5% and 15% of £80)
- Use a calculator to solve problems, including those involving decimals or fractions (e.g. find 3/4 of 150 g); interpret the display correctly in the context of measurement

**Understanding shape**
- Identify, visualise and describe properties of rectangles, triangles, regular polygons and 3-D solids; use knowledge of properties to draw 2-D shapes, and to identify and draw nets of 3-D shapes
- Read and plot coordinates in the first quadrant; recognise parallel and perpendicular lines in grids and shapes; use a set-square and ruler to draw shapes with perpendicular or parallel sides
- Complete patterns with up to two lines of symmetry; draw the position of a shape after a reflection or translation
- Estimate, draw and measure acute and obtuse angles using an angle measurer or protractor to a suitable degree of accuracy; calculate angles in a straight line

**Measuring**
- Read, choose, use and record standard metric units to estimate and measure length, weight and capacity to a suitable degree of accuracy (e.g. the nearest centimetre); convert larger to smaller units using decimals to one place (e.g. change 2.6 kg to 2600 g)
- Interpret a reading that lies between two unnumbered divisions on a scale
- Draw and measure lines to the nearest millimetre; measure and calculate the perimeter of regular and irregular polygons; use the formula for the area of a rectangle to calculate the rectangle’s area
- Read timetables and time using 24-hour clock notation; use a calendar to calculate time intervals
Handling data

- Describe the occurrence of familiar events using the language of chance or likelihood
- Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features, and identify further questions to ask
- Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time
- Find and interpret the mode of a set of data
IPC Unit Study (Term 1)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum of your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: ‘Looking at the evidence’ – The Investigators

During this unit we will be focusing on Geography, History, Information and Communication Technology and Science.

In Geography, we will be finding out about:
- How to survey the area around the school
- How to look for evidence that it is a good place to study

In History, we will be finding out about:
- What is historical evidence
- How we can make judgements about whether a story is true or not

In ICT, we will be finding out about:
- Some websites that offer environmental information
- Whether these websites make a good case with their evidence

In Science, we will be finding out about:
- How to collect evidence
- How to evaluate evidence from investigations

How you can help:
Look at the Moon with your child as it moves through its different phases. Notice together where in the sky the Sun rises and sets. If your child has read a mystery story
or watched a detective TV programme, ask them what evidence there was in the story. What did it prove?

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you.

We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.

**Theme: ‘Fit for Life’ (Health Education)**

During this unit we will be focusing on Art, ICT, Physical Education and Science.

In Art, we will be:
- Looking at the ways artists have represented people and their activities
- Recording ourselves and our activities
- Exploring the ways that people develop an image of themselves

In ICT, we will be:
- Exploring different aspects of our fitness
- Using ICT to measure and record our performance in a range of tasks
- Seeing how fair it is to compare ourselves with others

In PE, we will be:
- Exploring the range of ways in which we can improve our physical fitness
- Practising enjoyable activities that help us to become fitter
- Taking regular exercise to see whether it makes a measurable difference to our fitness

In Science, we will be:
- Investigating measures of our fitness
- Enquiring into diet and health
- Critically examining the evidence we collect
- Learning more about our bodies and how we can keep them in good condition

We will also find out:
That emotional and spiritual health are important to our social well-being and that the similarities and differences with which different cultures approach fitness and health are complementary and useful.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and by asking children to explain their work, perhaps to you.

**How you can help:**
We already know the interest you take in your child’s work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you, if they can. If your child has some work to research, please help them – but without actually doing the work! If you have the chance to further their interest in the ideas of this theme, please take it – but your enthusiasm and interest is most important.
IPC Unit Study (Term 2)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

**Theme: Making New Materials**

During this unit we will be focusing on Art, ICT, Science and Technology.

In Art, we will be creating new materials - including plastics - and using them to make works of art.

In Science, we will be exploring the chemical changes that take place in cooking.

We will also be exploring materials that freeze and melt and what happens during these processes.

We will be using ICT to present our findings.

**How you can help:**
You could do some cooking with your child and talk with them about how the different ingredients change as they are mixed and cooked. Perhaps you could set your child a ‘plastics treasure hunt’ to see how many different plastics with different properties (for example, thin, thick, hard, soft, strong, brittle, transparent, coloured) they can find around your home.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking how well your child has
learned through particular activities by asking children to explain their work, perhaps to you.

By the time your child has worked through this unit, we hope they will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work that your child is going to do, please get in touch with the class teacher.

**Theme: Rivers**

During this unit we will be focusing on Geography, Science, Technology, History, Society and International.

In Geography, we will be finding out about:
- How the shape of a river is always changing
- How it changes the land through which it flows
- What happens when it floods
- What uses people make of rivers

In Science, we will be finding out about:
- Where water comes from
- How to grow a stalactite
- How to clean water
- How water can be used to make power
- How rivers provide important habitats for wildlife

In History, we will be finding out about:
- The importance of the River Nile in every aspect of life in Ancient Egypt

In Society and International, we will be finding out:
- That rivers still have an importance in the everyday life of people across the world, and we will be looking at the effect of river management for communities and for countries when rivers are dammed
- Why we all need to use less water

**How you can help:**

We already know the interest you take in your child’s work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you, if they can. If your child has some work to research, please help them – but without actually doing the work! If you have the chance to further their interest in the ideas of this theme, please take it – but your enthusiasm and interest is most important.
IPC Unit Study (Term 3)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: Migration

During this unit we will be focusing on Geography, History, Society, Science and International aspects.

In Geography, we will be finding out about:
- The similarities and differences between places we know
- How and why our families have moved around the world
- How different places are linked
- How and why people move and goods are transported around the world
- Environmental disasters which influence human migration
- Disaster relief organisations

In History, we will be finding out about:
- Migrations of people in pre-historical times
- The spread of ideas, technology, language, food, goods and culture through migration
- The historical importance of past Empires on present day societies
- The effects of migration from Europe to the rest of the world
- The enforced migration of black African people through slavery
- Influences of past movements of people on our present day societies

In Society, we will be finding out about:
- Human needs and rights
Refugees — who they are, what their rights are and our responsibilities with regards to this
Organisations who support refugees and migrants, their role and focus of activity

In Science, we will be finding out about:
- Birds and animals which migrate
- Problems caused by humans for birds and animals which migrate

In International, we will be finding out about:
- Our basic needs as people
- People’s lives in different places and cultures
- Reasons for economic migration and its effects

We will also find out how to use ICT to support research, investigations, developing our enquiry and communication skills. We will apply our ICT skills when gathering, recording, organising and presenting information.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will work individually, with a friend, in a small group or as a part of a large group, researching, interpreting and presenting information and ideas. There will be opportunities for participatory role-play to develop speaking and listening skills. We will be checking, assessing and evaluating how well your child has learned through particular activities throughout the unit and by asking children to explain their work.

How you can help:
We may ask for your support in helping your child with this unit in different ways. Please support and advise your child, with your interest, experiences and enthusiasm, but do not complete the work on his or her behalf! Your child may ask you about life in your home country, about when you were young and changes in society which you have witnessed. They may need help contacting other members of the family to ask about their opinions and to send questionnaires. It may be useful to listen to or watch the news with your child, especially with regard to international movements of people. Children may also be asked, on occasion, to bring in items from home.

By the time your child has worked through this unit, we hope they will have achieved all the learning targets. We hope that they will have a greater understanding of their world and its interconnections and will have enjoyed the learning activities. If you have any comments about the work that your child is going to do, please get in touch with the class teacher.
Theme: The Holiday Show

During this unit we will be focusing on Geography, Art and Music.

In Geography, we will be finding out about:
- The holiday preferences of our friends
- The features of contrasting holiday locations
- The advantages and disadvantages of tourism
- How maps can give us holiday information

In Art, we will be finding out about:
- How and why some artists are associated with particular places
- How the natural environment has been represented in art
- How the built or made environment has been represented in art

In Music, we will be finding out about:
- Music from different places around the world
- World music influences on pop music

We will also find out how ICT can help us to research, organise and record our information and how holidays are a part of the way that groups of people celebrate the differences and similarities between countries and people.

How you can help:
Look through some holiday photos and postcards with your child, especially those showing the landscape and facilities. Find any examples of world music that you can and enjoy them with your child.
Agama (For Malaysian Muslim Students Only)

Term 1
Tawheed
- The Five Pillars of Islam
- Articles of Faith
- Man’s Relationship with Others

Moral and Ethics
- Qualities Which Allah Loves
- Responsibility and Behaviour
- Respect
- Sacrifice for the sake of Allah
- Etiquette
- Care for the Environment
- Qualities that Allah Dislikes

Term 2
History
- Nabi Adam
- Nabi Dawood
- Nabi Ayyub
- Nabi Yunus
- Nabi Muhammad
- Companions (Sahaabah)

Term 3
Essentials and Practices
- Cleanliness
- Saalah
- Tashahhud
- Salawaat
- Dua after Salawaat
- Dua before and after Wudhu’
- Dua when entering and leaving a room
Art

Term 1
Objects and Meanings
In this unit, children select, arrange and present objects in a still-life painting. They investigate the work of artists who have used the theme of still life in a variety of ways to convey ideas and feelings. They develop skills of observation and recording, and knowledge and understanding of colour, tone and composition.

Term 2
Containers
In this unit, children explore the craft tradition of making vessels and containers. They develop their own designs and build a three-dimensional form to represent a vessel or container that will hold something special that they would wish for. They consider examples by contemporary designers and ceramicists and look at work from different cultures.

Term 3
Talking Textiles
In this unit, children explore how stories have been represented in textiles in different times and cultures. They work together to make a two- or three-dimensional work based on a familiar story, myth or legend. They investigate and use a range of materials, techniques and textile processes to create surface patterns and textures and other visual and sound effects.

Note:
Each term, half a term is devoted to Art and half to Design Technology (DT). Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.
Design Technology (DT)

Term 1
Structures & Graphics – Carrier Bag
Students develop a carrier bag design with logo to make carrying easier and comfortable

Term 2
Food – Bread
Students will develop understanding of and skills in working with food through a range of activities related to bread products

Term 3
Mechanisms – Moving Toys
Students learn about controlling movement with a cam mechanism as part of a simple toy.

Note:
Each term, half a term is devoted to Art and half to DT. Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.
French

Term 1
- Revision of greetings and introductions
- Revision of classroom language
- Revision of numbers 0-31
- Countries
- Nationalities
- Languages

Term 2
- Hobbies and weekend activities
- Jobs and professions
- Saying what you would like to be
- Describing your idol

Term 3
- Weather
- Seasons
- Clothes
- Revision of colour
- Holiday destinations
- Revision of days and months

Textbook:
Comète 2 Student Book Units 1-3
Comète 2 Workbook Units 1-3

French Dictionary
Information and Communications Technology (ICT)

**Term 1**

**Analysing Data**
The students will use a variety of information stores to answer questions which rely on a series of variables. They will then present the answers as graphs to allow them answer further questions about the entered information.

**Evaluating Data**
The students will learn the importance of good data and how to check for mistakes and anomalies. This will involve looking at how data is collected, how it is entered and then used in databases.

**Term 2**

**Introduction to Spreadsheets**
The students will learn the basic terms used when using spreadsheets and start to use them to enter data and formulae for calculating totals.

**Graphical Modelling**
The students will be instructed on how to write basic procedures into a graphics program that allow them to enter instructions to create shapes on screen and repeat them. They will also learn about drawing shapes, their angles and dimensions.

**Term 3**

**Controlling Devices**
The students will investigate the digital devices around them every day and how we can control them, both manually and automated. This will lead on to understanding the need for using these digital devices and the benefits they give.

**Monitoring the Environment**
The students will learn about systems that are used to collect information in industry and why they are so crucial. They will then look at a simple system used for collecting environmental data and learn how it works.
Malay

Term 1
Topic
- My house
- My neighbour

Language Systems
- Interjections
- Prepositions

Comprehension
- Reading texts

Writing
- Directed writing - memo
- Directed writing - postcard

Speaking
- Speech – presentation on a topic
- Role play of telephone conversation

Term 2
Topic
- My classroom
- My school
- Stories (Book Week: Story telling)

Culture Learning
- Introduce traditional game – ‘congkak’

Language Systems
- Directional words
- Multiple words (‘kata ganda’)

Comprehension
- Reading texts

Writing
- Directed writing – e-mail
- Directed writing – memo
Speaking
- Speech – presentation on a topic or story telling

Term 3
Topic
- My holidays
- Picnic

Language Systems
- Classifiers
- Prefix and Suffix

Comprehension
- Reading texts

Writing
- Directed writing – postcard
- Directed writing – e-mail

Speaking
- Speech – presentation on a topic
Mandarin (Beginner)

Term 1
- Revision
- Rooms in the house
- Electrical equipment

Term 2
- Telephone number
- Address
- Zodiac
- Family tree
- Occupations
- Date

Term 3
- Clothing
- Hobbies
- Weather
Mandarin (Intermediate)

Term 1
- School subjects
- Nationality
- Languages

Term 2
- Campus
- Instruction
- Clock time

Term 3
- Daily activity
- Food
- Transportation
Mandarin (Advanced)

Term 1
- Greeting
- Friends
- Numbers in Chinese
- Radicals
- Month and date

Term 2
- Name and surname
- Nationality and country
- Radicals
- My friend’s family

Term 3
- Occupations
- My family members
- Countries
Music

Term 1
Cyclic Patterns – Exploring Rhythm and Pulse
- African greetings
- An African cyclic pattern
- What’s the cue? – African dance
- Improvisation
- Degu degu degu
- Cyclic performance

Roundabouts – Exploring Rounds
- It’s a round – round drum kit
- How does it sound together? – Exploring pitch
- Shalom
- Come and sing together – Dancing boots
- Calypso – Performing calypso
- Calypso performance

Term 2
Journey into Space – Exploring Sound Sources
- Clusters 1
- Clusters 2
- Attack and decay – outer space sounds
- Moon landing – space soundmakers
- Moonscape
- Moonscape recording

Songwriter – Exploring Lyrics and Melody
- What can we do?
- Make your voices heard – melody maker
- Melody moods
- A new song commission – lyrics and melody
- Keep drafting
- Your vision song contest

Term 3
Stars, Hide Your Fires – Performing Together
- Introducing a cat and a mouse
- All about cats – untuned cats
- Cats and mice – untuned mice
- More cats and mice
- Prepare to perform
- Cat and mouse games

**Who Knows – Exploring Music Processes**
- Style sketches – sketchbook
- Train sketches
- Dawn sketches – birdsong structures
- Number sketches – Zub-a-doo
- Machine sketch
- It’s inspired!
### Physical Education

<table>
<thead>
<tr>
<th>Year 5</th>
<th>2nd September – 11th October</th>
<th>21st October – 6th December</th>
<th>6th January – 28th February</th>
<th>3rd March – 11th April</th>
<th>28th April – 13th June</th>
<th>16th June – 25th July</th>
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<td>Basketball</td>
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</table>
Personal, Social, Health and Economic Education (PSHE)

The curriculum is aims led, flexible and coherent. The aims place personal development and the acquisition of personal, learning and thinking skills at the heart of the curriculum.

The curriculum will enable all young people to become:
- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Unit 1: Healthy Body, Healthy Mind!
Topic Overview
Over a two term period this topic will address changes in the human body as well as how to maintain a healthy lifestyle. It will address the following aims:
- Explore the concept of Health as the development of a whole person
- Investigate the influences on physical and emotional mental personal health
- Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse
- Explore and express a sense of self
- Investigate key human rights principles
- Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour
- Develop strategies to promote personal safety
- Investigate the changing needs of family members at different stages of the life cycle
- Explore ways to achieve a healthy diet.

Unit 2: Children round the world
Topic Overview
This unit aims to develop students as active citizens. They will explore what life is like for students in different countries through a series of investigations.

Students will develop English and ICT skills, through letter writing, skyping and filling in profiles about themselves.

Students will make links with students in different countries and compare and contrast their lifestyles.