



Mithian School Curriculum

Autumn 1st Half Term Sequence – Year A Year 5 and 6

History /Geography
(previous year's learning)
Identify similarities and differences between continents and oceans of the world.
Understand the formation of volcanoes

INTENT
1. Describe and understand key aspects of physical geography, including: mountains
2. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
3. Describe and understand key aspects of human geography
4. Name and locate key topographical features of the UK (including mountains).

Sequence of learning
The World's Seven Summits (the highest peaks on each continent):
Everest (Asia), Aconcagua (South America), Denali (North America), Kilimanjaro (Africa), Elbrus (Europe), Vinson Massif (Antarctica), Carstensz Pyramid (Oceania)
A mountain is a landform that sticks up, high above the surrounding land. It is much taller than a hill (600 metres or above, in the UK) and is often found grouped with others in a mountain range.
Mountains are formed when two of the earth's plates collide and land is pushed upwards or folded.
Mountains have their own climates.

1. What is a mountain?
2. How are mountains made?
3. What is it like on a mountain?
4. What are the UK's highest mountains like?
5. What is it like in the Himalayas?
6. What can I find out about the world's highest mountain?

Outcome/Composite
To be able to...describe the similarities and differences between the mountains of the world.

Science
(previous year's learning) in KS1 and LKS2
Understand changes in weather patterns and seasons
Compare how things move on different surfaces
Notice that some forces need contact between two objects but magnetic forces can act at a distance
Describe magnets as having two poles Predict whether two magnets will attract or repel each other depending on which poles are facing

INTENT
1. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
2. Describe the movement of the Moon relative to the Earth
3. Describe the Sun, Earth and Moon as approximately spherical bodies
4. Describe the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Sequence of learning
Physics: Earth and Space
1. Stars, planets and moons have so much mass they attract other things, including each other due to a force called gravity. Gravity works over distance.
2. Objects with larger masses exert bigger gravitational forces.
3. Objects like planets, moons and stars spin. Smaller mass objects like planets orbit large mass objects like stars.
4. Stars produce vast amounts of heat and light.
5. All other objects are lumps of rock, metal or ice and can be seen because they reflect the light of stars.
How does the length of daylight hours change in each season?
How could you organise all the objects in the solar system into groups?
Can you observe and identify all the phases in the cycle of the moon?
Is there a pattern between the size of a planet and the time it takes to travel around the Sun?
What unusual objects did Jocelyn Bell Burnell discover?
How do astronomers know what stars are made of?
How have our ideas about the solar system changed over time?

Outcome/Composite
To be able to... explain about the Sun. Earth and Moon: What is moving and how do we know?

Art and Design / Design Technology
(previous year's learning) in LKS2
Applying their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria

INTENT
1. Explore series circuits further and introduce motors.
2. Explore how the design cycle can be approached at a different starting point, by investigating an existing product which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.

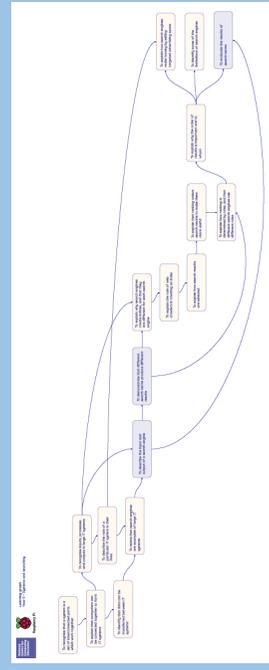
Sequence of learning
Electrical systems: Doodlers
1. Understand how motors are used in electrical products.
2. Investigate an existing product to determine the factors that affect the product's form and function.
3. Put findings from research into practise to develop an improved product.
4. To develop a DIY kit for another individual to assemble their product.

Outcome/Composite
To be able to...create a DIY doodler kit for someone to build their own.

Computing
(previous year's learning) in LKS2
Children develop understanding of digital devices, with focus on input, process, output. Children compare digital and non-digital devices
Children introduced to infrastructure e.g. routers and switches

INTENT
1. Children understand information transfer between systems and devices
2. Learners consider small-scale and large-scale systems
3. Input, process, output of a wide-variety of real-world systems

Sequence of learning
[Right click here, press 'open hyperlink'](#)



Outcome/Composite
To be able to...take part in a collaborative online project with other class members and develop skills in working together online.

Physical Education
(previous year's learning)

INTENT
1. I can develop my own and others work.
2. I can recognise and suggest patterns of play and note when they are successful.
3. I can develop methods of outwitting opponents.

Sequence of learning
JASMINE PERSONAL
1. Co Ordination Ball skills
2. Co ordination Ball Skills
3. Co ordination Ball Skills
4. Agility Action and response
5. Agility Action and response
6. Agility Action and response.
POWER OF PE SWIMMING
1. Water confidence
2. Stroke development
3. Stroke development
4. Stroke and distance development
5. Stroke and distance development
6. Survival skills and distance development.

Outcome/Composite
To be able to move the ball around by legs and body to while under time pressure with accuracy. Show tactical knowledge in games and react to situations in practices.

Reading Opportunities:



Mithian School Curriculum

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PSHE

(previous year's learning) in LKS2

Explain what respect means

Explain how to show respect in a debate

Understand that there are limits to having freedom of opinion and speech

Understand that we can disagree with an opinion but still respect someone

INTENT

1. To understand that although we are all different, we are all connected and joined in a community
2. To identify healthy and respectful relationships.

Sequence of learning

A diverse community

1. Describe the different communities that we belong to
 ☑ Explain what diversity means
2. Describe my personal identity in simple terms
3. Understand that we shouldn't discriminate against others
4. Understand that we are all connected

Respectful Relationships

1. Introduce Respectful Relationships
2. Qualities and Features of a positive family life
3. Differences in the community
4. How to have and encourage respectful relationships
5. Self respect

Outcome/Composite

To be able to... explain how to have positive relationships

Religious Education

(previous year's learning) in LKS2

Understand the impact of the Five Pillars of Islam on Muslim living in Britain today

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Sequence of learning

What does it mean to be a Muslim in Britain today?

1. Recall knowledge from previous units (1.6, L2.9) and thematic study 1.8, L2.12

2. Recall key concepts: Ibadah, Tawhid, iman

3. Set the context, using the information in the most recent census. Explore the fact that there are different Muslim groups. The largest group (globally and locally) are Sunni; the next major group are called Shi'a; some Muslims are Sufi. Find out how many Sunni/Shi'a/Sufi mosques there are in your area.

4. Give an overview of the Five Pillars as expressions of Ibadah (worship and belief in action). Deepen pupils' understanding of the ones to which they have already been introduced: Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); and zakah (almsgiving). Introduce Hajj (pilgrimage): what happens, where, when, why? Explore how these Pillars affect the lives of Muslims, moment by moment, daily, annually, in a lifetime.

5. Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah). Investigate how they are practised by Muslims in different parts of Britain today. Consider what beliefs, practices and values are significant in pupils' lives.

6. Find out about the festival of Eid-ul-Adha.

7. Consider the significance of the Holy Qur'an for Muslims as the final revealed word of God: how it was revealed to the Prophet Muhammad by the Angel Jibril, examples of key stories of the Prophets noting how some of these stories are shared with Christian and Jewish. Find out about people who memorise the Qur'an and why (hafiz, hafiza).

8. Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (model practices, customs and traditions of the Prophet Muhammad), Hadith (sayings and actions of the Prophet Muhammad).

9. Explore how Muslims put the words of the Qur'an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims

10. Investigate the design and purpose of a mosque/masjid and explain how and why the architecture, artwork and activities (e.) reflect Muslim beliefs.

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Music

(previous year's learning) in LKS2

Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds.

Start to use simple structures within compositions, eg introduction, verse, chorus or AB form

INTENT

1. To understand instruments as technology
2. To compose a class piece
3. To create a graphic score using an app

Sequence of learning

Getting Started with Tech

How does music bring us together?

Step	Activity 1: Musicianship Options	Activity 2: Listen and Respond	Activity 3: Singing	Activity 4: Playing	Activity 5: Improvising and Composing	Activity 6: Performing
1	Option 1 Baseline Quiz Option 2 Understanding Music Option 3 Improvise Together	Ghost Parade	Ghost Parade	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
2	Option 1 Understanding Music Option 2 Improvise Together	Lively	Ghost Parade	N/A	Options: - Improvise Together - Improvise with the Song	Perform and share what has taken place in the lesson
3	Option 1 Understanding Music Option 2 Improvise Together	Words Can Hurt	Words Can Hurt	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
4	Option 1 Understanding Music Option 2 Improvise Together	His Eye is On The Sparrow	Words Can Hurt	N/A	Options: - Compose with the Song - Create a Graphic Score - Jazz Harsh - Compose with a Theme: Jazz Harsh - Music Notepad - Quickbeats	Perform and share what has taken place in the lesson
5	Option 1 Understanding Music Option 2 Improvise Together	Joyful, Joyful	Joyful, Joyful	N/A	N/A	Perform and share what has taken place in the lesson
6	Option 1 Understanding Music Option 2 Improvise Together Option 3 Theory Quiz	Lively	Revisé a song of your choice	Play instrumental parts with your chosen song, if available	Options to record Improvise and Compose activities	Perform and share what has taken place in the lesson and prepare for a concert

Outcome/Composite

To be able to...perform a class piece using technology.

MFL

Children in Years 3 and 4 had their MFL teaching and learning disrupted due to covid. Therefore, learning will revisit the work that should have been taught in the previous two years.

INTENT

1. To use simple greetings in French.
2. To ask and answer simple questions as to how they are.
3. To understand that French words are pronounced differently to English ones.

Sequence of learning

1. Share knowledge and experiences of the French language, and introduce the subject and the sorts of things covered.
2. Early Start unit 1.1. Begin using simple greetings, eg salut, au revoir.
3. Further practise using simple greetings
4. Practise asking "How are you?" Ca va?
5. Practise answering the question, eg Tres bien, ca va?
6. Consolidate and practise the above greetings.

Outcome/Composite

To be able to...To be able to...greet each other in French, say goodbye, and ask each other how they are, and answer.

(previous year's learning)

INTENT

- 1.
- 2.
- 3.

Sequence of learning

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Outcome/Composite

To be able to...

Reading Opportunities: