



British School of Ulaanbaatar

Primary Curriculum Overview - Year 5

Subject	Term 1	Term 2	Term 3
<p>Maths</p>	<p><u>Number: Place Value</u></p> <ul style="list-style-type: none"> To round numbers to the nearest 10, to the nearest 100 and to the nearest 1000 and to 100,000 To compare and order numbers to 100,000 To count in 10s, 100s, 1000s, 10,000s, and 100,000 To compare and order numbers to one million To round numbers to one million To learn Roman Numerals to 1000 <p><u>Number: Addition and Subtraction</u></p> <ul style="list-style-type: none"> To add two 4-digit numbers - one exchange To add whole numbers with more than 4 digits To subtract two 4 digit numbers, one exchange - more than one exchange <p><u>Statistics</u></p> <ul style="list-style-type: none"> To Interpret charts To introduce line graphs To read and interpret line graphs To draw line graphs To use line graphs to solve problems To read and interpret tables <p><u>Number: Multiplication and Division</u></p> <ul style="list-style-type: none"> To multiply and divide by 10, 100 and 1000 To learn multiples of 10, 100, 1000 	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> To be able to multiply 4-digits by 1-digit To be able to multiply 2-digits by 2-digits ,3 digits by 2 digits and 4 digits by 2 digits To be able to divide 4 digits by 1 digit and to divide with remainders <p><u>Geometry: Properties of Shape</u></p> <ul style="list-style-type: none"> To measure angles in degrees using a protractor To be able to draw lines and angles accurately To calculate angles on a straight line To calculate angles around a point To calculate lengths and angles in shapes To be able to recognise Regular and irregular polygons To offer Reasoning about 3-D shapes <p><u>Geometry: Position and Direction</u></p> <ul style="list-style-type: none"> To know position in the first quadrant To calculate reflection To calculate reflection with coordinates To be able to calculate translation To be able to calculate translation with coordinates 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> To calculate equivalent fractions To be able to convert improper fractions to mixed numbers To be able to convert mixed numbers to improper fractions To create number sequences To be able to compare and order fractions less than 1 To be able to compare and order fractions greater than 1 To be able to add and subtract fractions To be able to add fractions within 1 To be able to add 3 or more fractions To add fractions To add mixed numbers To be able to subtract fractions To be able to subtract mixed numbers To subtract – breaking the whole <p><u>Decimals and Percentages</u></p> <ul style="list-style-type: none"> To calculate decimals up to 2 d.p. To calculate decimals as fractions (1) To begin to understand thousandths To represent thousandths as decimals To learn how to round decimals To order and compare decimals To understand percentages To represent percentages as fractions and decimals To be able to calculate equivalent Fractions/Decimals/Percentages

	<p><u>Measurement: Perimeter and Area</u></p> <ul style="list-style-type: none"> • To measure perimeter of rectangles and rectilinear shapes • To calculate perimeter • To calculate area of rectangles and of compound shapes • To calculate the area of irregular shapes 		<p><u>Measurement: Converting Units</u></p> <ul style="list-style-type: none"> • To measure weight using kilograms • To measure distance using kilometres • To measure weight using milligrams • To measure capacity using millilitres • To know the correct metric units • To know the correct Imperial units • To be able to convert units of time <p><u>Measurement: Volume</u></p> <ul style="list-style-type: none"> • To know the concept of volume • To be able to compare volume • To learn how to estimate volume • To learn how to estimate capacity
<p>English</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> • To read common exception words. • To apply knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet. • To ask questions to improve their understanding • To check that the book makes sense to them and explore the meaning of words in context. <p><u>Power of Reading - Cosmic by Frank Cottrell-Boyce</u></p> <p>The humorous adventure is seen through the eyes of twelve year old Liam Digby, a 'gifted and talented' child whose physical appearance ages him beyond his years.</p> <ul style="list-style-type: none"> • To enjoy exciting stories with memorable characters. • To consider how particular situations make individuals behave as they do. • To explore dilemmas, empathising with characters. • To build an imaginative picture of a fantasy world, based on real life experiences. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • To distinguish between statements of fact and opinion. • To summarise the main ideas drawn from more than one paragraph. • To identify key details that support the main idea. • To retrieve, record and present information from non-fiction. • To predict what might happen from details stated and implied. • To recommend books that they have read to their peers, giving reasons for their choices. <p><u>Power of Reading - Shackleton's Journey by William Grill</u></p> <p>Tells of a fantastic journey from Shackleton's starting point in Plymouth to the final rescue of the rest of his crew from Elephant Island at the end of his failed expedition to cross Antarctica.</p> <ul style="list-style-type: none"> • To identify Antarctica on a world map and compare its climate to other countries • To research existing bases in Antarctica and activities being carried out there to advance the body of knowledge about global climate change 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. • To identify and discuss themes and conventions in and across a wide range of writing. • To participate in discussions about books, explaining their understanding of what they have read and providing reasoned justification for their views. • To learn poetry and playscripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience. <p><u>Power of Reading - Journey to the River Sea by Eva Ibbotson</u></p> <p>An orphan girl, Maia, leaves her boarding school in England in 1910 to stay with distant relatives who live on a rubber plantation on the banks of the Amazon in Brazil.</p>

Power of Reading - Skellig by David Almond

Everything seems to be going wrong for Michael and his family since they moved into their new house: His baby sister has been taken ill, the house is a mess and his parents are tired and worried. Then Michael makes a discovery in the garage.

- To make predictions about the events in the novel.
- To understand how to analyse language to explore ideas and meanings.
- To analyse the characters of Michael, Mina and Skellig.
- To develop an awareness of the features of a novel, building tension, setting the scene.
- To define and deploy words with precision including their exact implication in context.
- To explore the symbolism of Skellig.
- To infer and deduce meanings using evidence in the text, identifying where and how meanings are conveyed.
- To trace the way a writer structures a text to prepare the reader for the ending, and comment on the effectiveness of the reading.

Writing

- To talk and listen confidently in a wide range of contexts, including some that are formal
- To engage the interest of the listener by varying their expression and vocabulary
- To adapt spoken language to the audience, purpose and context
- To listen carefully in discussions, make contributions and ask questions that are responsive to others ideas and views
- To begin to use standard English in formal situations

- To analyse the story of Shackleton's life as an explorer and identify what characteristics were most important to his success as a leader
- To compare modern day expeditions and gear needed to travel to Antarctica to those of the early 1900's

Power of Reading - Street Child by Berlie

Doherty

Set in the second half of the nineteenth century, Street Child tells the story of a boy called Jim who, after a series of misfortunes, spends time in the workhouse as a child labourer and lives on the streets.

- To empathise with a character and explore possible reasons for his actions and consider decisions he might make.
- To explore narrative plot, settings, characters and draw inferences to aid understanding.
- To write texts based on fictional experiences
- To write recounts from a character's point of view.
- To write in a chosen form for a selected audience

Writing

- To explain the effect of using different language for different purposes.
- To develop ideas and opinions with relevant detail.
- To understand and begin to select the appropriate register according to the context.
- To begin to use hypothetical language to consider more than one possible outcome or solution.

Speaking and Listening

- To use relevant strategies to build their vocabulary

- To explore a longer, character driven narrative
- To explore complex characterisation
- To read widely and for pleasure
- To develop and articulate opinions on a fictional narrative
- To explore and debate key themes within a narrative

Writing

- To express ideas and opinions, justifying a point of view
- To show understanding of the main points, significant details and implied meanings in a discussion
- To perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone
- To perform their own compositions, using appropriate intonation and volume so that meaning is clear

Speaking and Listening

- To articulate and justify answers, arguments and opinions
- To give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings
- To participate in discussions, presentations, performances, roleplay, improvisations and debates
- To keep attention and join in actively in group conversations, staying on topic and initiating and responding to comments.

Spelling, Punctuation & Grammar (SPaG)

- To use passive verbs to affect the presentation of information in a sentence.
- To use expanded noun phrases to convey complicated information concisely.

	<p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • To listen and respond appropriately to adults and their peers. • To ask relevant questions to extend their understanding and knowledge. • To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • To speak audibly and fluently with an increasing command of standard English. • To gain, maintain and monitor the interest of the listener. <p><u>Spelling, Punctuation & Grammar (SPaG)</u></p> <ul style="list-style-type: none"> • To convert nouns or adjectives into verbs using suffixes. • To use perfect forms of verbs to mark relationships of time and cause. • To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. • To use commas to clarify meaning or avoid ambiguity in writing. • To use verb prefixes. 	<ul style="list-style-type: none"> • To maintain attention and participate actively in collaborative conversations staying on topic and initiating and responding to comments • To select and use appropriate registers for effective communication <p><u>Spelling, Punctuation & Grammar (SPaG)</u></p> <ul style="list-style-type: none"> • To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • To use modal verbs or adverbs to indicate degrees of possibility. • To use hyphens to avoid ambiguity. • To punctuate bullet points consistently. • To indicate degrees of possibility using adverbs or modal verbs. • To link ideas across paragraphs using adverbials. 	<ul style="list-style-type: none"> • To use brackets, dashes or commas to indicate parenthesis. • To use semicolons, colons or dashes to mark boundaries between independent clauses. • To use a colon to introduce a list. • To link ideas across paragraphs using adverbials of time, place and number or tense of choice.
<p>Science</p>	<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> • To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • To describe the movement of the Moon relative to the Earth. • To describe the Sun, Earth and Moon as approximately spherical bodies. • To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p><u>Properties and Changes of Materials</u></p> <ul style="list-style-type: none"> • To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and 	<p><u>Living things and Their Habitats</u></p> <ul style="list-style-type: none"> • To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • To describe the life process of reproduction in some plants and animals. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • To use scientific evidence to answer questions. • To identify similarities and differences related to scientific areas. • To ask scientific questions. • To choose scientific enquiries. • To make careful observations, appropriate recording and using findings to develop and inform further investigations. 	<p><u>Animals (including humans)</u></p> <ul style="list-style-type: none"> • To describe the changes as humans develop to old age. <p><u>Forces</u></p> <ul style="list-style-type: none"> • To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p><u>Working Scientifically</u></p>

	<p>response to magnets.</p> <ul style="list-style-type: none"> • To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • To give reasons, based on evidence from comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic. • To demonstrate that dissolving, mixing and changes of state are reversible changes. • To explain that some changes result in the formation of new materials, and this kind of change is not usually reversible. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • To use scientific evidence to answer questions. • To identify similarities and differences related to scientific areas. • To ask scientific questions. • To choose scientific enquiries. • To make careful observations, appropriate recording and using findings to develop and inform further investigations. 		<ul style="list-style-type: none"> • To use scientific evidence to answer questions. • To identify similarities and differences related to scientific areas. • To ask scientific questions. • To choose scientific enquiries. • To make careful observations, appropriate recording and using findings to develop and inform further investigations.
<p>Humanities</p>	<p><u>Geography - Around the World in 80 Days</u></p> <ul style="list-style-type: none"> • To locate the world's continents, oceans and countries, using maps • To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. 	<p><u>History - The Mayan Civilisation</u></p> <ul style="list-style-type: none"> • To discover facts about the Maya civilisation. • To consider similarities and differences between ancient religions and different religions today. • To look at the characteristics of Maya Gods and design your own. • To look at the Maya number system. 	<p><u>Humanities - Existing, Endangered, Extinct Animals</u></p> <ul style="list-style-type: none"> • To recognise the animals that are on the worldwide endangered/extinct list. • To recognise the difference between endangered and critically endangered and extinct. • To ask about the status of threats to species as well as explaining why the loss of species is a problem.

	<ul style="list-style-type: none"> • To locate Mongolia on a map and know the human features including types of settlement and land use. • To know about the physical geographical features of Mongolia including: climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes. • To know the human and physical geographical features of a particular country per continent - South America, Africa, Europe, Asia. NB Leave Antarctica for term 2 Shackleton link. • To understand geographical similarities and differences through the study of human and physical geography of Mongolia and other countries in each continent. • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • To use secondary sources to obtain geographical information. • To communicate geographical knowledge and understanding. • To ask and answer questions. 	<ul style="list-style-type: none"> • To find out what Maya people grew and ate. • To locate the ancient Mayan cities. • To find out what we know about the Maya from drawings of Frederick Catherwood. • To consider what we know about Chichen Itza and use the information to create a leaflet for tourists. • To understand how our knowledge of the past is constructed from a range of sources. • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> • To know the animals in Mongolia that are on the endangered/extinct list. • To explain social and biological causes for population declines in describing threats to species. • To explain how human behaviour affects critically endangered species populations.
<p>PSHE</p>	<p>Physical health and wellbeing: In the media</p> <ul style="list-style-type: none"> • To know that messages given on food adverts can be misleading. • To know about role models. • To know about how the media can manipulate images and that these images may not reflect reality. <p>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</p> <ul style="list-style-type: none"> • To know about stereotyping, including gender stereotyping. • To take part in a workshop from Diversity Role Models or Equaliteach. • To know about prejudice and 	<p>Keeping safe and managing risk: When things go wrong</p> <ul style="list-style-type: none"> • To know about keeping safe online. • To know that violence within relationships is not acceptable. • To know about problems that can occur when someone goes missing from home. <p>Mental health and emotional wellbeing: Dealing with feelings</p> <ul style="list-style-type: none"> • To know about a wide range of emotions and feelings and how these are experienced in the body. • To know about times of change and how this can make people feel. • To know about the feelings associated with loss, grief and bereavement. 	<p>Drug, alcohol and tobacco education: Different influences</p> <ul style="list-style-type: none"> • To know about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis. • To know about different influences on drug use – alcohol, tobacco and nicotine products. • To use strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol. <p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <ul style="list-style-type: none"> • To know that money can be borrowed but there are risks associated with this. • To know about enterprise.

	<p>discrimination and how this can make people feel.</p> <ul style="list-style-type: none"> • To know the importance of seeking support if feeling lonely or excluded. • To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. • To learn different strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. • To understand how friendships can change over time, about making new friends and the benefits of having different types of friends. • To understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. • To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. • To recognise there are human rights, that are there to protect everyone. • To know about the relationship between rights and responsibilities. • To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. 	<ul style="list-style-type: none"> • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. • To know about the new opportunities and responsibilities that increasing independence may bring. 	<ul style="list-style-type: none"> • To know what influences people's decisions about careers.
<p>Computing</p>	<p><u>Online Safety and behaviour</u></p> <ul style="list-style-type: none"> • To identify spam emails and what to do with them. • To write citations for websites for researched websites. • To create strong passwords. • To recognise when, why and how photographs we see online may have been edited. 	<p><u>Animation</u></p> <ul style="list-style-type: none"> • To find out about the history of animation. • To create a short computer animation using one or more moving stick figures. • To create a recorded animation involving a number of moving characters on a background. • To be able to structure specific timing of animations using a time slider. 	<p><u>Scratch coding & programming</u></p> <ul style="list-style-type: none"> • To design and program a character game. • To be able to design characters and backdrops. • To add features or effects to enhance a game. • To create an original animated game with a specific goal. • To be able to program costume changes

	<ul style="list-style-type: none"> To apply online safety rules to real-life scenarios. 	<ul style="list-style-type: none"> To use a camera to create a short stop-motion animation film. To analyse and evaluate software. 	<ul style="list-style-type: none"> for a sprite. I can add point-scoring and levels to game code.
<p>Art and Design & Technology</p>	<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> To use the medium of drawing to explore the topic of: Geography Around the World. To research and study the life and artworks of the focus artist: Pablo Picasso. To know that the study of art is concerned with visual and tactile expression and communication. To know how artists, craftspeople and designers from a variety of traditions - including those of their home country and the host country - use materials, forms and techniques to express their emotions, observations and experiences. To use a wide variety of materials, forms and techniques to express their emotions, observations and experiences. To communicate through visual and tactile forms. <p><u>Design and Technology</u></p> <p>Design</p> <ul style="list-style-type: none"> To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their 	<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> To use the medium of painting to explore the topic of: The Mayan Civilisation. To research and study the life and artworks of the focus artists: Wassily Kandinsky and Peter Blake. To review and improve their own work. To make judgements about works of art, showing understanding, appreciation, respect and enjoyment as appropriate. To consider works of art in terms of meaning, design, materials, technique, place and time. 	<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> To use the medium of sculpture and digital media to explore the topic of: Existing, Endangered and Extinct Animals. To research and study the life and artworks of the focus artists: - Taro Chiezo and Salvador Dali. To understand that the work of artists is influenced by their environment and that artists have an effect on the environment. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists, architects and designers in history. <p><u>Design and Technology</u></p> <p>Technical knowledge</p> <ul style="list-style-type: none"> To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].

	<p>characteristics.</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> • To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. <p>Evaluate</p> <ul style="list-style-type: none"> • To investigate and analyse a range of existing products. • To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 		
<p>Music</p>	<p><u>Singing</u></p> <ul style="list-style-type: none"> • To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression • To use and understand staff and other musical notations • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • To develop an understanding of the history of music <p>Learning progression:</p> <ul style="list-style-type: none"> • To sing more complex call and response songs and chants from around the world (incorporating clapping stamping, basic rhythms and extended vocal sounds) including 2 parts songs using unison melodies in each differing part. • To learn simple songs with words from memory (no board use) All songs will be presented in a 'singing along with a musician setting (i.e no basic singing 	<p><u>Percussion</u></p> <ul style="list-style-type: none"> • To play and perform in solo and ensemble contexts, using and playing musical instruments with increasing accuracy, fluency, control and expression • To improvise and compose music for a range of purposes using the interrelated dimensions of music • To listen with attention to detail and recall sounds with increasing aural memory • To use and understand staff and other musical notations • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • To develop an understanding of the history of music <p>Learning progression:</p> <ul style="list-style-type: none"> • To play more complex call and response pieces and chants from around the world (incorporating clapping stamping and basic rhythms and extended vocal and body percussion sounds), including 	<p><u>Tuned instruments/Songs</u></p> <ul style="list-style-type: none"> • To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • To use and understand staff and other musical notations • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • To develop an understanding of the history of music <p>Learning progression:</p> <ul style="list-style-type: none"> • To learn more complex rhythms and melodic parts and recalling them without aid alongside differing rhythms. • To learn basic rhythmic musical notations (crotchet, quavers, semiquavers and semi breaves) applying pitch to those notations, and performing off of musical scores, and composing their own musical piece. • To have the ability to recognise and learn

	<p>along with videos as the task)</p> <ul style="list-style-type: none"> • To have a deeper understanding of pitch (treble, bass and how they contrast) will be developed through vocal performances. • To have an understanding of dynamics and articulations(crescendo, diminuendo, legato, staccato) which will be developed through vocal and percussive performances. 	<p>percussion work in 2 - 4 parts.</p> <ul style="list-style-type: none"> • To learn more complex rhythms (including dotted rhythms) and recalling them without aid alongside differing rhythms in 2 - 4 parts • To learn basic rhythmic musical notations (crotchet, quavers, semi-quavers, and semi-breaves) and performing off of, and writing musical scores. • To have the ability to recognise conducting signals from a conductor and applying these to their performance. • To have an understanding of a wider range of dynamics and articulations which will be developed through vocal performances, percussive performances, composition and combinations of the three. 	<p>conducting signals and applying these to their performance.</p> <ul style="list-style-type: none"> • To have an understanding of pitch (treble and bass) will be developed through vocal and tuned instrument performances of a wider variety of songs and pieces from differing cultural and historical areas and periods • To have an understanding of a wider range of dynamics and articulations which will be developed through vocal performances, percussive performances, composition and combinations of the three. This will be incorporated into performances of songs from a range of cultures and historical periods.
<p>Physical Education</p>	<p><u>Invasion games</u></p> <ul style="list-style-type: none"> • To lead small groups through short warm up routines. • To analyse my fitness to identify areas of improvement. • To show determination to work to my maximum level. • To encourage and motivate others to work to their personal best. • To develop a wider range of skills and begin to use these under some pressure. • To understand the need for tactics and can sometimes apply them. • To understand the rules of the game and use them to play fairly. • To understand that there are different skills for different situations and begin to use these. • To recognise his/her own and other's strengths and areas for development and can suggest ways to improve. • To distribute (throw and kick)accurately at a target. • To receive whilst static and in motion. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To create and perform sequences using apparatus, individually and with a partner. • To use set criteria to make judgements about performances and suggest ways they could be improved. • To use and understand canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how to affect the performance. • To use strength and flexibility to improve the quality of the performance. • To lead a partner and small groups through short warmup routines. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To be able to choose the best pace for a running event. • To perform a range of jumps showing some technique. • To show control at take-off and landing in jumping activities. • To show accuracy and good technique when throwing for distance. • To lead a partner through short warm-up techniques. • To show perseverance to achieve his/her personal best. • To understand how stamina and power help people to perform well in different athletic activities. • To identify good athletic performance and explain why it is good.

Swimming

The following objectives are **stage 5** guidelines from Swim England. All students in year 5 should be working towards (or meeting) the following objectives by the end of the term:

- To perform a flat stationary scull on the back.
- To perform a feet first sculling action for 5 metres in a flat position on the back.
- To perform a sculling sequence with a partner for 30-45 seconds to include a rotation.
- To tread water for 30 seconds.
- To perform three different shaped jumps into deep water.
- To push and glide and swim 10 metres backstroke.
- To push and glide and swim 10 metres front crawl.
- To push and glide and swim 10 metres breaststroke.
- To push and glide and swim 10 metres butterfly.
- To perform a handstand and hold for a minimum of three seconds.
- To perform a forward somersault.
- To demonstrate an action for getting help.

All Swim England **stage guidelines** are available to see. Please ask a member of the BSU PE team.

Mongolian

Learning Objectives

- To study about self-introduction skills and learn introducing yourself
- To write compatible introduction for your goal
- Rules of "-Я,Е,Ё"
- To use correctly commas and full stops
- To work on "Унших эрдэм"
- To speak confidently and clearly within the topic
- To write book introduction
- To recognise ambiguous meaning of words
- While reading to understand the meaning of paragraphs
- To understand the main idea of subject and explain it
- To correctly choose connection words
- To view the coherence between beginning, middle and end of the subjects
- While reading to predict the scenes of the subjects
- To clearly and orderly speak about your newly learned knowledge
- To plan the structure of the subject and write according to the plan
- To understand the function and utilization of unsound vowels, to correctly use
- To distinguish facts and opinions from the subjects
- To find useful information from the newspaper
- To conclude and confirm the information that you find
- To write and speak compatible information to your purpose
- To correct the errors of the meaning and phrase
- To write the name of newspaper and magazine with capital letter

Learning Objectives

Let's write riddles

To recognise the meaning of fairy tale and write similar fairy tale To know what vowels connect after Ж, Ч, Ш consonants

- To realise and feel the meaning of poem
- To work on workbook
- While reading in audible to adjust your sound and speed
- To make a poem as same as given poem
- While reading to find the reason through characters movement
- To add new ideas and discuss
- To analyze the reason
- To write compatible challenge for your goal
- To know Isolation rules of Ы, Ю
- While reading to realize the coherence and connection between characters
- To discuss environment and time connection of the literature
- Write your imagination
- To add more words which describes time and places
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By studying these modules students will have an adequate skills

Learning Objectives

- To distinguish characters' appearance
- The rule of semi-consonants
- To work on subject
- To imagine and discuss characters' appearance
- To demonstrate the feature of portrait character
- While reading to define character's personality through the conversation
- To act conversation of character
- The occurrence of leaving or not leaving faint vowel
- To reveal your feeling
- To write your feeling
- To compare characters' opinion
- To work on "Оргил"
- To compare how characters' personality would have changed
- How to say politely when you are disagree with others
- Write your impression
- While reading to compare subjects' scenes and main ideas
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- The realm of words
- Fairy tale about Friendship
- To prove your idea with examples

By studying these modules students will have an adequate skills

	<ul style="list-style-type: none"> • While reading to reveal the implicit meaning of the subject • After listening others' opinion to conclude and speak about what you heard • To write scenes more thriving • To correctly write the words which has same pronunciations • To recognize the meaning of proverbs • To recognize and talk about “Ертөнцийн гурав” • Guessing riddles and explaining similes and metaphors <p>By studying these modules students will have an adequate skills</p>		
Mongolian studies	<p>Learning Objectives:</p> <p>Customs of greeting</p> <ul style="list-style-type: none"> • Greeting of seasons • Customs of visit and to have a guest • To record pedigree • Customs between pupil and teacher • To learn asking questions • To have right habit • Generosity • Lets become an persistent • Ancestors of Mongolian ethnic group and their nomad and nomadic life its feature 	<p>Learning Objectives:</p> <p>The symbols of State /National anthem, flag/</p> <ul style="list-style-type: none"> • Naadam festival • National holiday “ White moon” • What is culture? Intangible cultural heritage • бэлгэдэл The symbols of Mongolian national songs • National music instruments • National art • Монгол үлгэр домор Mongolian myth and fairy tail • Mongolian epic and its culture 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Монголчуудын уламжлалт мал аж ахуй Mongolian nomadic cattle breeding • Nomadic customs, carrying luggage and taboos • Mongolian cuisine and its custom • Mongolians taboos for cuisine • Mongolian Ger, furniture, commodities its taboos and symbolism • The structure of Mongolian Ger and feature • Mongolian language and Mongolian script, sound • To become good kids for your parents • Folk game and its importance • Mongolians taboos • Mongolians prohibition, symbolism and customs
Chinese	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To know the initials <i>b, p, m, f, d, t, n, l, g, k, h, j, q, x, zh, ch, sh, r, z, c,</i> basic 6 finals <i>a, o, e, i, u, ü</i> and their compound finals of Chinese Pinyin. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To ask about the name and identity of a person using the interrogative pronoun “谁”. • To talk about nationality using the 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Expression of a date with the principle of “the bigger unit coming before the smaller one” with “年, 月, 号/日, 星期”. • To indicate age, time, date, price and so

	<ul style="list-style-type: none"> ● To read and distinguish four tones, 1st tone “—”, 2nd tone “／”, 3rd tone “V”, 4th tone “\” ● To make up of Chinese Syllables using the initials, finals and tones, and to know the rules of pinyin. ● To know 5 basic strokes of Chinese characters, dot “丶”, horizontal “一”, vertical “丨”, left-falling “丿”, right-falling “丶”, and their compound strokes, to know how to write Chinese characters with right stroke orders. ● To know how to say and write basic greetings 你好, 你好吗, 您好, 谢谢, 不谢, 再见 in Chinese. ● To count numbers from 1-10, and numbers from 100 - 10,000 with hanzi “百,千,万” ● To say and write 12 months with hanzi “月”, 7 days of a week with hanzi “星期”, and date with hanzi “月” and “日”. ● To use the interrogative pronoun “什么” to talk about names with sentence “你叫什么名字?” ● To talk about what somebody or something equals or belongs to with determinative sentence, “是” sentence. ● To turn the declarative sentences into a question with the particle “吗”, being added at the end of a declarative sentence. 	<p>interrogative pronoun “哪”, with the structure “哪+measure word/noun+noun”.</p> <ul style="list-style-type: none"> ● To make sentences that indicate possession using the structural particle “的” with the structure “noun/pronoun + 的 + noun” ● To form a question about the situation mentioned previously using the interrogative particle “呢” with the sentence pattern “A…….B呢?” ● To talk about family members using interrogative pronoun “几” which is used to ask about a number under 10 and interrogative phrase “几口人”. ● To talk about age under 10 and above 10 using the interrogative phrase “几岁” and “多大”. ● To indicate acquiring an ability through learning with the modal verb “会” and its negative form “不会”, using the structure “Subject+会+Verb+Object.” ● To use sentences with an adjective predicate to describe the nature or state of somebody of something, with the structure “Subject+adverb of degree 很/不+Adjective” ● To ask about the manner of an action with the interrogative pronoun “怎么”. 	<p>on, using the sentence with a nominal predicate in the sentence, with the structure “Subject+age/time/date/price”..</p> <ul style="list-style-type: none"> ● Using the sentences with a serial verb construction which consists of two or more verbs to describe the latter verb can be the purpose of the former, with the structure “Subject+Verb1+Verb2”. ● To express a hope or plan using the modal verb “想” before a verb, with structure “S+想+V+O”. ● To ask numbers larger than 10 with the interrogative pronoun “多少”, and to inquire about prices with the sentence pattern “……多少钱?” ● To know the expression of the amount of money, the basic unit of Renminbi “元” and “块”. ● To know the measure word “个” which is the most common measure word in Chinese, and “口” which used for members of a family. ● To know the structure of Chinese Characters: (1) single-component and compound, for example, “人”, “你”. (2) left-right and left-middle-right, for example, “好”, “谢”. (3) top-bottom and top-middle-bottom, for example, “是”, “高”.
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