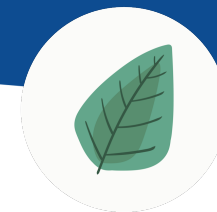




Medium Term Plan - Year 5 – Term 5



Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide a rich, broad and balanced curriculum that celebrates individuality, diversity and builds procedural knowledge to nurture talent and prepare children for the challenges and rewards of life and the wider world. Our school values of Respect, Responsibility, Resilience and Reflection are embedded into our curriculum.

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|---|---|--|--|--|
| <i>Class Text: Call of the Wild by Jack London</i> | | | | | | |
| English | <p>Give reasons for a point of view including evidence – to develop comprehension skills.</p> <p>The next part of a fight scene – to explore and consolidate writing in this style.</p> <p>Lesson 1: LO: To understand the term denouement and how it relates to a story. UKS2: EN RC2a, LKS2: EN RC1g, UKS2: EN RC2b, UKS2: EN RC2c.</p> | <p>Free writing as Buck – to explore the character’s thoughts and feelings.</p> <p>Lesson 1: LO: To understand the characters of the dogs and men in the story and Buck’s introduction to Primitive Law. UKS2: EN RC2a, LKS2: EN RC1g, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN W VGP2d.</p> <p>Lesson 2: LO: To understand how the writer’s choices impact on our understanding of the story/characters/setting/ Context.</p> | <p>Comic Strip.</p> <p>Lesson 1: LO: To explore the writer/narrator’s intentions in conveying/portraying character. EN SL 7, EN SL 6, EN SL 11, UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c.</p> <p>Lesson 2: LO: To write in the style of the story. EN SL 7, EN SL 6, EN SL 11, UKS2: EN RC1e UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN W C2a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W</p> | <p>Narrative with dialogue.</p> <p>Lesson 1: LO: To write in the style of the story. LKS2: EN W C2a, LKS2: EN W C3a, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C4, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 2: LO: To write in the style of the story. LKS2: EN W C2a, LKS2: EN W C3a, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C4, LKS2: EN</p> | <p>A narrative poem/ soliloquy – to entertain.</p> <p>Lesson 1: LO: To explore and evaluate poetry in narrative. LKS2: EN W C2a, UKS2: EN W C2e, LKS2: EN W C3a, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C4, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e.</p> <p>Lesson 2: LO: To explore and evaluate poetry in narrative. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W</p> | <p>Writing a character monologue.</p> <p>Lesson 1: LO: To develop empathy for a character. To evaluate the ending of the novel. UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC3, LKS2: EN W C2a, LKS2: EN W C3.</p> <p>Lesson 2-3: LO: To evaluate the ending of the novel. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2e, UKS2: EN RC2f, UKS2: EN RC3.</p> |



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| <p>Lesson 2: LO: To understand the context of <i>The Call of the Wild</i>. UKS2: EN RC5.</p> <p>Lesson 3: LO: To develop familiarity with the writing style of Jack London. UKS2: EN RC2a, LKS2: EN RC1g, UKS2: EN RC2f, UKS2: EN RC2b, UKS2: EN RC2d.</p> <p>Lesson 4: LO: To analyse how the writer uses language to reveal character. UKS2: EN RC2c, UKS2: EN RC2f, EN SL 4, UKS2: EN RC2d, LKS2: EN W VGP1a, UKS2: EN W VGP2d, UKS2: EN W VGP2c.</p> <p>Lesson 5: LO: To explore the writing of a fight scene.</p> | <p>EN SL 7, EN SL 6, EN SL 11, LKS2: EN RC1e UKS2: EN RC2b UKS2: EN RC2c, UKS2: EN W VGP2d.</p> <p>Lesson 3: LO: To develop understanding of character in <i>The Call of the Wild</i>. EN SL 7, EN SL 6, EN SL 11, UKS2: EN RC1e, UKS2: EN RC2b UKS2: EN RC2c.</p> <p>Lesson 4: LO: To explore Buck's thoughts and feelings. UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a, UKS2: EN W C3a, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 5: LO: To develop an understanding of context in <i>The Call of the Wild</i>?</p> | <p>VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 3: LO: To write in the style of the story. EN SL 7, EN SL 6, EN SL 11, UKS2: EN RC1e UKS2: EN RC2b, UKS2: EN RC2e, LKS2: EN W C2a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W VGP2c, UKS2: EN W TS1.</p> <p>Lesson 4: LO: To explore the writer/narrator's intentions in conveying/portraying character. EN SL 7, EN SL 6, EN SL 11, UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c.</p> <p>Lesson 5: LO: To explore and analyse the writing of an action/fight scene.</p> | <p>W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 3: LO: To explore the writer/narrator's intentions in conveying/portraying character. UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a, UKS2: EN W C3a, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 4: LO: To develop assured and conscious control over levels of formality. UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a, UKS2: EN W C3a, LKS2: EN W C6, LKS2: EN W</p> | <p>C3a, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C4, UKS2: EN W C5, UKS2: EN RC1g, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a.</p> <p>Lesson 3: LO: To explore the writer's intentions in portraying character. LKS2: EN RC1g, UKS2: EN RC2f, EN SL 7, EN SL 6, UKS2: EN RC1e, UKS2: EN RC2c, UKS2: EN RC2b.</p> <p>Lesson 4: LO: To explore the relationship between characters in a narrative. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2e, UKS2: EN RC2f, UKS2: EN RC3.</p> | <p>Lesson 4: LO: Plan the main events of a story. UKS2: EN RC2c, UKS2: EN W C1a, LKS2: EN W C1b.</p> <p>Lesson 5: LO: To plan a story. UKS2: EN W C1a, LKS2: EN W C1b.</p> <p>Lesson 6+: LO: To draft, edit and publish a story. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3b, UKS2: EN W C1c, UKS2: EN W C3a, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2, LKS2: EN W VGP2c.</p> |
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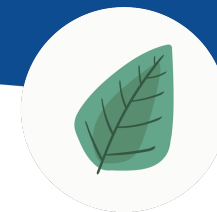


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| | <p>UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a, UKS2: EN W C3a, LKS2: EN W C6, LKS2: EN W VGP1d, UKS2: EN W C3a, LKS2: EN W VGP2a, LKS2: EN W VGP2c, UKS2: EN W TS1.</p> | <p>UKS2: EN RC5, UKS2: EN RC6, EN SL 8.</p> | <p>UKS2: EN RC2f, LKS2: EN W C1a, LKS2: EN W C1b.</p> | <p>VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 5: LO: To improve reading comprehension and visualisation. UKS2: EN RC1e, UKS2: EN RC1f, UKS2: EN RC2, UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC2e, UKS2: EN RC2f, UKS2: EN RC3.</p> | <p>Lesson 5: LO: To evaluate how an author portrays a theme. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2e, UKS2: EN RC2f, UKS2: EN RC3.</p> | |
| <p>SPAG</p> | <p>Commas</p> <p>Using commas to clarify meaning and avoid ambiguity in writing. Y5:G5.6</p> | <p>Commas</p> <p>Using commas to clarify meaning and avoid ambiguity in writing. Y5:G5.6</p> | <p>Cohesion</p> <p>Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly). Y5:G1.5</p> | <p>Cohesion</p> <p>Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly). Y5:G1.5</p> | <p>Cohesion</p> <p>Link idea across paragraphs using adverbials for time, place and number. Y5:G1.5</p> | <p>Assessment and Revision</p> |



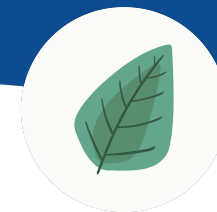
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|----------------|--|---|--|---|--|---|
| Maths | <p>Identify angles at a point and one whole turn (total 360o) Y5:S4</p> <p>Identify angles at a point on a straight line and 2 1 a turn (total 180o) Y5:S5 - Identify other multiples of 90o Y5:S6</p> | <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles Y5:S7</p> | <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles Y5:S8</p> | <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Y5:PD1</p> | <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) Y5:M1</p> | <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Y5:M2</p> |
| Science | <p>Science: Animals including humans</p> <p>Lesson 1: Humans Timeline</p> <p>L.O. To describe the stages of human development.Y5:Sc:A1</p> <p>Big Idea (Aspect): Humankind (Human body) Investigation (Questioning)</p> | <p>Science: Animals including humans</p> <p>Lesson 2: Growth of Babies</p> <p>L.O. To explain how babies grow and develop and present data. Y5-6:Sc:WS3, Y5-6:Sc:WS5, Y5:Sc:A1</p> <p>Big Idea (Aspect): Humankind (Human body) Investigation (Questioning, Report &</p> | <p>Science: Animals including humans</p> <p>Lesson 3: Puberty</p> <p>L.O. To describe and explain the main changes that occur during puberty. Y5:Sc:A1</p> <p>Big Idea (Aspect): Humankind (Human body) Investigation (Questioning)</p> | <p>Science: Animals including humans</p> <p>Lesson 4: Changes in Old Age</p> <p>L.O. To identify the changes that take place in old age. Y5:Sc:A1</p> <p>Big Idea (Aspect): Humankind (Human body) Investigation (Questioning)</p> | <p>Science: Animals including humans</p> <p>Lesson 5: Gestation Periods</p> <p>L.O. To report findings from enquiries. Y5-6:Sc:WS3, Y5-6:Sc:WS5, Y5:Sc:A1</p> <p>Big Idea (Aspect): Humankind (Human body) Investigation (Questioning, Report & conclude, Gather & record data)</p> | <p>Science: Animals including humans</p> <p>Lesson 6: Life Expectancy</p> <p>L.O. To record complex data using graphs and models and identify the relationship between variables. Y5-6:Sc:WS5</p> <p>Big Idea (Aspect): Humankind (Human body) Investigation (Questioning, Report & conclude, Investigation)</p> |



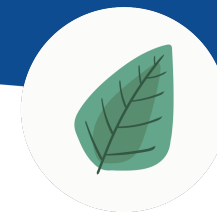
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| | | conclude, Gather & record data) Creativity (Report & conclude, Gather & record data) | | | Creativity (Report & conclude) | Creativity (Report & conclude, Gather & record data) |
|----------------|--|--|---|--|--|---|
| History | <p>History: British History 5: What was life like in Tudor England?</p> <p>Lesson 1: Fair ruler or tyrant? What was Henry VIII really like?</p> <p>L.O. To use different types of evidence to interpret the character of Henry VIII KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant people) Change (British History) Humankind (hierarchy and power) Materials (artefacts and sources)</p> | <p>History: British History 5: What was life like in Tudor England?</p> <p>Lesson 2: Why was Anne Boleyn killed?</p> <p>L.O. To make deductions about Anne Boleyn from a range of primary and secondary sources. KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant people and events) Change (British History) Humankind (hierarchy and power) Materials (artefacts and sources)</p> | <p>History: British History 5: What was life like in Tudor England?</p> <p>Lesson 3: Why did Henry VIII have so many wives?</p> <p>L.O. To understand why Henry VIII had so many wives KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant people) Change (British History) Investigation (investigate and interpret evidence)</p> | <p>History: British History 5: What was life like in Tudor England?</p> <p>Lesson 4: What was a Royal Progress?</p> <p>L.O. To extract evidence from primary sources about the Royal Progresses of Elizabeth I. KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant people) Change (British History and chronology) Materials (artefacts and sources) Investigation (investigate and interpret evidence)</p> | <p>History: British History 5: What was life like in Tudor England?</p> <p>Lesson 5: What was a Royal Progress like?</p> <p>L.O. To reconstruct a Royal Progress using a range of primary sources. KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant events) Change (British History) Creativity (communication) Materials (artefacts and sources)</p> | <p>History: British History 5: What was life like in Tudor England?</p> <p>Lesson 6: What can inventories tell us about life in Tudor times?</p> <p>L.O. To make deductions about the people in Tudor England using inventories.</p> <p>Lesson 7: What can inventories tell us about life in Tudor times?</p> <p>L.O. To create a realistic inventory for a</p> |



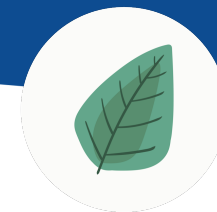
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|------------|---|---|---|---|--|--|
| | Investigation (investigate and interpret evidence) | Investigation (investigate and interpret evidence) Creativity (report and conclude) | | | Investigation (investigate and interpret evidence) | person living in Tudor times. KS2: Hi 6 Big Idea (Aspect): Change (British History) Humankind (everyday life) Materials (artefacts and sources) Investigation (investigate and interpret evidence) |
| Art | Art: Craft and Design - Architecture Lesson 1: Observational drawing - houses LO: To apply observational drawing skills to interpret forms accurately. KS2:AD1 KS2:AD2 KS2:AD3 Big Aspects: | Art: Craft and Design - Architecture Lesson 2: House monoprint LO: To apply composition skills to develop a drawing into print. KS2:AD2 KS2:AD3 Big Aspects: Creativity (Creation; Generation of ideas) | Art: Craft and Design - Architecture Lesson 3: Be an architect LO: To apply an understanding of architecture to design a building. KS2:AD1 KS2:AD2 KS2:AD3 Big Aspects: | Art: Craft and Design - Architecture Lesson 4: Friedensreich Hundertwasser LO: To extend design ideas through research and sketchbook use. KS2:AD1 KS2:AD2 KS2:AD3 Big Aspects: | Art: Craft and Design - Architecture Lesson 5: Monument LO: To explore and evaluate the intention of a design. KS2:AD1 KS2:AD2 KS2:AD3 Big Aspects: Creativity (Creation, Generation of ideas, Evaluation) Materials | |



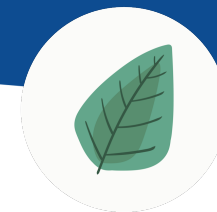
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| | Creativity (Generation of ideas) Materials (pencil, charcoal, ink and pen) Place (Landscapes) | Materials (pencil, charcoal, ink and pen, print) Place (Landscapes) | Creativity (Generation of ideas, Evaluation) Materials (pencil, charcoal, ink and pen) Place (Landscapes) Significance (significant people and movement) | Creativity (Generation of ideas) Materials (pencil, charcoal, ink and pen) Place (Landscapes) Significance (significant people and movement) | (pencil, charcoal, ink and pen) Comparison (compare and contrast) Place (Landscapes) Significance (significant people and movement) | |
|--------------|--|--|---|--|---|--|
| Music | <p>Music: Musical theatre</p> <p>Lesson 1: What is musical theatre?</p> <p>LO: To understand the history of musical theatre.</p> <p>KS2: MU1, MU2, MU3, MU5, MU6</p> <p>Big ideas (Aspect): Investigation (Listening, Music appreciation)</p> | <p>Music: Musical theatre</p> <p>Lesson 2: Character or action song</p> <p>LO: To identify character songs and action songs.</p> <p>KS2: MU1, MU2, MU3, MU5, MU6</p> <p>Big ideas (Aspect): Investigation (Listening, Music appreciation)</p> | <p>Music: Musical theatre</p> <p>Lesson 3: Create your own musical</p> <p>LO: To create musical theatre scene.</p> <p>KS2: MU1, MU2, MU3, MU5, MU6</p> <p>Big ideas (Aspect): Creativity (Pulse and rhythm, Composition)</p> | <p>Music: Musical theatre</p> <p>Lesson 4: Rehearsing my musical</p> <p>LO: To rehearse a musical theatre scene.</p> <p>KS2: MU1, MU2, MU3, MU5, MU6</p> <p>Big ideas (Aspect): Creativity (Singing, Pulse and rhythm, Composition)</p> | <p>Music: Musical theatre</p> <p>Lesson 5: Performing my musical</p> <p>LO: To perform a musical theatre scene.</p> <p>KS2: MU1, MU2, MU3, MU5, MU6</p> <p>Big ideas (Aspect): Creativity (Singing, Pulse and rhythm, Composition)</p> | |



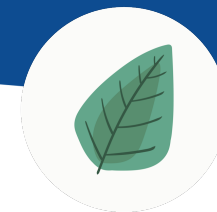
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| PE | Cricket Lesson 1: Mini Game Batting LO: To direct the ball away from the fielders to score points (runs). KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation) | Cricket Lesson 2: Mini Game Fielding LO: To keep the batter's score as low as possible. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation) | Cricket Lesson 3: Run and Return: Scoring Runs LO: To make effective choices, deciding which marker to run to depending on the fielder. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation) | Rounders Lesson 1: Racing Rounders (batting) LO: To hit the ball away from the fielders to score points (rounders). KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation) | Rounders Lesson 2: Racing Rounders (fielding) LO: To keep the batter's score as low as possible. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation) | Rounders Lesson 3: Applying learning into a game LO: To prevent the batter from scoring a rounder or two. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation) |
| | PSHE Relationships Lesson 1: Recognising Me LO: To have an accurate picture of who I am as a person in terms of my | Relationships Lesson 2: Safety with Online Communities LO: To understand that belonging to an online community can have | Relationships Lesson 3: Being in an Online Community LO: To understand there are rights and responsibilities in an | Relationships Lesson 4: Online Gaming LO: To know there are rights and responsibilities when playing a game online | Relationships Lesson 5: My Relationship with Technology: screen time LO: To recognise when I am spending too | Relationships Lesson 6: Relationships and Technology LO: To explain how to stay safe when using technology to |



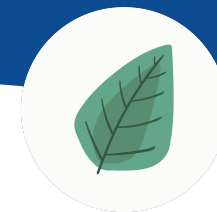
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| | characteristics and personal qualities | positive and negative consequences. | online community or social network | Big Idea (Aspect): Materials (Consumers) Investigation (Media) | much time using devices (screen time) | communicate with my friends |
|------------------|---|---|---|--|--|---|
| | Big Idea (Aspect): Comparison (Compare and Contrast) | Big Idea (Aspect): Investigation (Media) | Big Idea (Aspect): Investigation (Media) | | Big Idea (Aspect): Materials (Consumers) | Big Idea (Aspect): Materials (Consumers) Investigation (Media) |
| Computing | <p>Creating media – Introduction to vector graphics.</p> <p>Lesson 1:</p> <p>LO: To identify that drawing tools can be used to produce different outcomes KS2: CO 6</p> <p>Big Idea (Aspect): Place (Digital World) Creativity (Creation)</p> | <p>Creating media – Introduction to vector graphics.</p> <p>Lesson 2:</p> <p>LO: To create a vector drawing by combining shapes KS2: CO 6</p> <p>Big Idea (Aspect): Place (Digital World) Creativity (Creation)</p> | <p>Creating media – Introduction to vector graphics.</p> <p>Lesson 3:</p> <p>LO: To use tools to achieve a desired effect KS2: CO 6</p> <p>Big Idea (Aspect): Place (Digital World) Creativity (Creation)</p> | <p>Creating media – Introduction to vector graphics.</p> <p>Lesson 4:</p> <p>LO: To recognise that vector drawings consist of layers KS2: CO 6</p> <p>Big Idea (Aspect): Place (Digital World) Creativity (Creation)</p> | <p>Creating media – Introduction to vector graphics.</p> <p>Lesson 5:</p> <p>LO: To group objects to make them easier to work with KS2: CO 6</p> <p>Big Idea (Aspect): Place (Digital World) Creativity (Creation)</p> | <p>Creating media – Introduction to vector graphics.</p> <p>Lesson 6:</p> <p>LO: To apply what I have learned about vector drawings KS2: CO 6</p> <p>Big Idea (Aspect): Place (Digital World) Creativity (Creation)</p> |



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| RE | Living - What does it mean to be Muslim in Britain today? | Living - What does it mean to be Muslim in Britain today? | Living - What does it mean to be Muslim in Britain today? | Living - What does it mean to be Muslim in Britain today? | Living - What does it mean to be Muslim in Britain today? | Living - What does it mean to be Muslim in Britain today? |
| | Lesson 1: | Lesson 2: | Lesson 3: | Lesson 4: | Lesson 5: | Lesson 6: |
| | LO: What helps Muslims through the journey of life? | LO: What is the key belief of Muslims? | LO: Why does prayer matter to Muslims? | LO: How is charity important to Muslims? | LO: Why do Muslims fast? | LO: Why do Muslims want to go on pilgrimage? |
| | Y5: Living Lesson 1 | Y5: Living Lesson 2 | Y5: Living Lesson 3 | Y5: Living Lesson 4 | Y5: Living Lesson 5 | Y5: Living Lesson 6 |
| | | | | | | |
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